



**THE INFLUENCE OF SCHOOL ENVIRONMENT ON STUDENTS'  
INTEREST IN ENGLISH SUBJECT**

**(A Case at *SMP IT Assalam Boarding School Pekalongan* in the Academic Year  
of 2018/2019)**

a final project

submitted in partial fulfillment of the requirements for the degree of *Sarjana  
Pendidikan* in English

by

Aretni Bayu Saputri

2201413110

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2019**

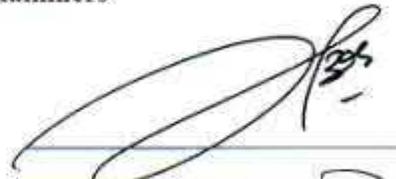
## APPROVAL

This final project was approved by the Board of Examiners of the English of the English Department of the Faculty of Languages and Arts of Universitas Negeri Semarang on August 5<sup>th</sup>, 2019.

### Board of Examiners

**1. Chair Person**

Dr. Hendi Pratama, S.Pd., M.A.  
NIP. 198505282010121006



**2. Secretary**

Arif Suryo Priyatmojo, S.Pd., M.Pd.  
NIP. 198306102010121002



**3. First Examiner**

Zulfa Sakhiyya, S.Pd., M.TESOL., Ph.D.  
NIP. 198404292012122002



**4. Second Examiner / Second Advisor**

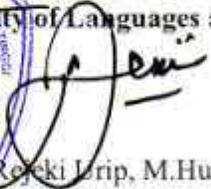
Alief Noor Farida, S.Pd., M.Pd.  
NIP. 198208142014042001



**5. Third Examiner / First Advisor**

Rohani, S.Pd., M.A.  
NIP. 197903122003121002



Approved by  
**Dean of Faculty of Languages and Arts**  
  
Sri Reteki Lirip, M.Hum.  
NIP. 196202211989012001

## DECLARATION OF ORIGINALITY

I, Aretni Bayu Saputri hereby declare that this final project entitled *The Influence of School Environment on Students' Interest in English Subject (A Case At SMP IT Assalam Boarding School Pekalongan in the Academic Year of 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, Mei 2019

A handwritten signature in black ink, appearing to read 'Aretni Bayu Saputri', with a large, sweeping flourish extending to the left.

Aretni Bayu Saputri

## **MOTTO**

*“Education is not the learning of facts, but the training of the mind”*

*(Albert Einstein)*

*“School does not define you, unless you do good and behave well”*

*(The Writer)*

Dedicated to :

- My Beloved Parents, Bapak Amat Triyono and Ibu Karwati
- My Beloved Husband, Muhammad Thohir Fahmi, S.Pd.
- My Beloved Sister, Anggi Gede Pangestuweni
- All of my friends.

## **ACKNOWLEDGEMENT**

First of all, I would like to express my gratitude to Allah SWT the Almighty One for the beautiful blessing and mercy He gives to me every single part of my life. May peace be upon the Prophet Muhammad SAW who guided us to the right path of Allah SWT.

My sincere gratitude and appreciation go to Mr. Rohani, S.Pd., M.A., as my first advisor who gave me guidance, advice, and encouragement to finish this final project. The next one I would like to thank my second advisor, Mrs. Alief Noor Farida, S.Pd., M.Pd., who sincerely and patiently guided me in this project's process. And Mrs. Zulfa Sakhiyya, S.Pd., M.TESOL., Ph.D., as my examiner who sincerely contributed in improving my final project report to be better.

Along with, my deepest appreciation goes to all my lecturers of English Department of UNNES for the priceless knowledge and experience throughout the years of my study. I would also like to deliver my great thanks to all staff of English Department who gave many helps and easiness during my study.

Furthermore, my deepest gratitude goes to the headmaster of SMPIT Assalam Boarding School Pekalongan, Mr. Muhtadin, S.Pd.I., who has given me opportunity and permission to conduct research. My deep appreciation also goes to Mrs. Vita Shofia, S.S., Mrs. Tri Susilowati, S.Pd., Mrs. Abibah, S.Pd., as the English teachers of the school who helped and supported me on my research activities.

Moreover, my great thanks are dedicated to my beloved parents, Bapak Amat Triyono and Ibu Karwati for their endless love and support in my life. I would like to give my sincere thanks to my lovely husband, Muhammad Thohir Fahmi, S.Pd. for his patience, priceless love and support. Deepest thanks also go to all of my friends at English Department who give me their cares, supports and loves during my college life.

Finally, I hope this final project report will be useful and beneficial for the future improvements, especially in educational field.

Aretni Bayu Saputri

## ABSTRACT

**Saputri, Aretni Bayu.** 2019. *The Influence of School Environment on Students' Interest in English Subject (A Case at SMP IT Assalam Boarding School Pekalongan in the Academic Year of 2018/2019)*. Final Project. English Department. Languages and Arts Faculty. Semarang State University. First advisor : Rohani, S.Pd., M.A. Second advisor : Alief Noor Farida, S.Pd., M.Pd.

**Keywords:** *school, school environment, students' interest.*

School environment and students' interest are important factors to support the development of students' learning process. School environment includes all the components that contribute to create an environment in teaching-learning process both physical and non-physical. The objectives of this study are to find the influences, if any, of school environment on students' interest in English subject and to determine, if any, how significant school environment influences students' interest in English subject. The design of this research was *Ex Post Facto* which the researcher could not control and manipulate the independent variable in the study, because the independent variable already existed naturally. The population of this study was students at SMP IT Assalam Boarding School Pekalongan in the academic year of 2018/2019. The researcher selected 60 students as samples of the study by applying *Random Sampling Technique*. The data were obtained by distributing questionnaires about school environment and students' interest to the selected students. The result of the study revealed that there was a significant influence of school environment on students' interest in English subject. It was concluded from the computation of *Pearson's Product Moment* that school environment influences students' interest in high category with significance 0.649. If R-value is higher than R-table, there is a significant influence between the two variables. In this study, R-value (0.649) was higher than R-table (0.254). It means that  $H_0$  was rejected and  $H_1$  which was stated "There is a significant influence of school environment on students' interest in English subject at SMP IT Assalam Boarding School Pekalongan" was accepted.

## Table of Contents

APPROVAL.....	ii
DECLARATION OF ORIGINALITY .....	iii
MOTTO .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	vii
TABLE OF CONTENT .....	viii
CHAPTER I .....	1
INTRODUCTION .....	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic.....	5
1.3 Statement of the Problem .....	6
1.4 Objective of the Study.....	6
1.5 Hypothesis.....	7
1.6 Significances of the Study.....	7
1.6 The Scope of the Study .....	8
1.7 Outline of the Research Report .....	8
CHAPTER II.....	10
REVIEW AND RELATED LITERATURE.....	10
2.1 Review of Related Previous Studies .....	10
2.2 Theoretical Reviews.....	13
2.2.1 Definition of School.....	13

2.2.2 Definition of Environment.....	15
2.2.3 Definition of School Environment.....	16
2.2.4 Definition of Interest.....	16
2.2.5 The Importance of Promoting Interest in Education .....	17
2.3 Theoretical Framework .....	18
CHAPTER III .....	23
RESEARCH METHODOLOGY .....	23
3.1 Type of Research and Methodology .....	23
3.1.1 Type of research.....	23
3.1.2 Research Design .....	24
3.2 Population, Sample, and Sampling Technique.....	25
3.2.1 Population .....	25
3.2.2 Sample .....	26
3.2.3 Sampling Technique .....	26
3.3 Variables of Study .....	28
3.3.1 Independent Variable .....	28
3.3.2 Dependent Variable .....	29
3.4 Time and Setting .....	29
3.5 Instruments .....	30
3.5.1 Questionnaire .....	31
3.5.1.1 The Validity Test of Questionnaire .....	33
3.5.1.2 The Reliability Test of Questionnaire.....	34
3.5.2 Observation Sheet.....	35

3.5.3 Interview Sheet .....	35
3.5.4 Documentation.....	35
3.6 Data Collecting.....	36
3.7 Data Analyzed .....	36
3.8 Triangulation.....	34
CHAPTER IV .....	37
FINDING AND DISCUSSION .....	37
4.1 Research Description.....	37
4.2 Finding.....	39
4.2.1 <i>The Result of Validity Test</i> .....	39
4.2.1.1 <i>Validity Test of Variable 1 (School Environment)</i> .....	39
4.2.1.2 <i>Validity Test of Variable 2 (Students' Interest)</i> .....	40
4.2.2 <i>The Result of Reliability Test</i> .....	42
4.2.2.1 <i>Reliability Test of Variable 1 (School Environment)</i> .....	42
4.2.2.2 <i>Reliability Test of Variable 2 (Student Interest)</i> .....	43
4.2.3 <i>The Result of Pearson Product Moment Test</i> .....	45
4.2.3.1 <i>Manual Pearson Product Moment Test</i> .....	45
4.2.4 <i>Pearson Product Moment Test Using SPSS version 15.0</i> .....	49
4.2.5 <i>Observation Result</i> .....	50
4.2.5.1 <i>Relation between Student and Teacher</i> .....	50
4.2.5.2 <i>Relation between Student and Student</i> .....	51
4.2.5.3 <i>Learning Tools</i> .....	52
4.2.5.4 <i>Building Condition</i> .....	53

4.2.5.5 School's Discipline .....	54
4.2.5.6 Student's Enthusiasm .....	54
4.2.5.7 Student's Participation .....	55
4.2.6 Interview Result .....	55
4.2.6.1 School Environment in Supporting English Learning .....	56
4.2.6.2 School Facility in Supporting English Learning .....	58
4.2.6.3 Student Interest and Enthusiasm in English Subject .....	59
4.2.6.4 The Influence of School Environment on Student's Interest .....	60
4.2.7 The Relationship between School Environment and Students' Interest in English subject. ....	62
4.3 Discussion .....	65
CHAPTER V.....	68
CONCLUSIONS AND SUGGESTIONS.....	68
5.1 Conclusions .....	68
5.2 Suggestions.....	69
Bibliography.....	71
APPENDIXES .....	76

## LIST OF TABLES

Table	Page
3.1 Time and Setting of the Research Activities.....	30
3.2 <i>Kisi-kisi Kuesioner</i> .....	33
4.1 The Schedule of Research Activities .....	38
4.2 Validity Test of Variable 1 (School Environment).....	39
4.3 Significant level of Variable 1 (School Environment) .....	42
4.4 Validity Test of Variable 2 (Students' Interest).....	41
4.5 Significant level of Variable 2 (Students' Interest) .....	41
4.6 Case Processing Summary of Variable 1.....	42
4.7 Reliability Statistics of Variable 1 .....	42
4.8 Item-Total Statistics of Variable 1 .....	43
4.9 Case Processing Summary of Variable 2.....	43
4.10 Reliability Statistics of Variable 2 .....	44
4.11 Item-Total Statistics of Variable 2.....	45
4.12 Manual Pearson Product Moment Test.....	47
4.13 Criteria in Product Moment Test .....	49
4.14 Product Moment Test Using SPSS version 15.0 .....	51
4.15 List of School Facilities .....	53

## LIST OF FIGURES

Figure	Page
2.1 Theoretical Framework.....	22
3.1 Sample Technique using Random Sampling .....	28
4.1 The Relationship between School Environment and Students' Interest.....	62

## LIST OF APPENDIXES

Appendix	Page
1. A Research Letter from SMP IT Assalam Boarding School Pekalongan to Unnes .....	72
2. A Research Letter from Unnes to SMP IT Assalam Boarding School Pekalongan .....	73
3. The Computation of Validity Test .....	74
4. The Computation of Reliability Test .....	82
5. The Computation Pearson Product Moment Formula .....	85
6. <i>Kisi-kisi Kuesioner</i> .....	86
7. Questionnaire of Variable “School Environment” .....	89
8. Questionnaire of Variable “Students’ Interest” .....	93
9. Observation Sheet .....	97
10. Interview Sheet .....	99
11. The Result of the Questionnaire of Variable 1 .....	100
12. The Result of the Questionnaire of Variable 2 .....	103
13. Documentation .....	106

## **CHAPTER I**

### **INTRODUCTION**

Chapter I deals with some parts such as background of the study, reason for choosing the topic, statement of the problem, objectives of the study, hypothesis of the research, significances of the study, the scope of the study and outline of the research report.

#### **1.1 Background of the study**

School as an educational institution should provide good circumstances and facilities for the students in learning English. In this case, Islamic school needs to adjust the demand on the modern development in order to thrive their educational program equivalently with international global education. Islamic school should make sure the environmental components in a good condition because of the importance of it in supporting learning process. Miah (2015) states environment factors play significant role to support the development of pupils at school. In addition, Konstan (2014) argues that learning process will take place effectively only in supportive, safe and secure environment. Thus, the educational institution should be aware in increasing the quality of school climate to create the effective learning.

School environment includes all the components that contribute to create an environment in teaching learning process. Faulkner, et al. (2005) state that learning environment consists of both physical and non-physical (social, psychosocial,

cultural) environments that exist in leaning situation. It cannot be only physical side to explain environment issue. It also includes non-physical components such as social interaction at school that involves all the school members. Furthermore, Vidaček-Hainš, et al. (2008) explain that an environment of the students learning encompasses a whole range of variables in the area of psychological, pedagogical, and cultural research. In other words, school environment is an integration all the school elements in influencing the situation of learning activities.

However, the term of school environment cannot be apart with the physical environment such as building condition and school facilities that everyone can determine easily by observing directly in the target school. Physical environment is important to make students enjoy the lesson and being engaged in the learning process. Arsyad (2009) argues that the good school facilities can drive students to be more interested and desirable in joining lesson in the classroom. Therefore, it increases students' motivation to study that can automatically influence on students' achievement.

The achievement of students' study is influenced by complicated factors. One of those important factors is students' interest. Athanasou and Petoumenos (1998) state that subject interest gave impact to learners four times greater than the impact caused by quality of teaching. Putri and Isnani (2015) confirm that students' interest is able to influence learning outcomes and motivate students to reach the goal in learning. It means that students' interest takes part significantly to motivate students in English learning process and helps students to grab their goals in study. Thus, they

can be able to reach the better achievement in English subject with their good interest. With the high interest, students will be more willing in learning language as foreign language, particularly English which is claimed as a difficult subject to learn.

Interest is a part of students' spirit that motivates students to do learning. Borrowing the theory of Dewey cited by Harackiewicz and Hulleman (2010), they argue that interest is being interested and engaged or entirely taken up with an activity, object or topic. In this sense, the meaning of interest refers to the students' interest in learning activity. Students as individuals have an inner desire that individually lead them to reach the eagerness to learn and choose their preference in any subject.

Since we find that school environment has significant correlation to students' interest as Gandhi (2017) states, school should increase the quality of components of school environment to raise the students in success learning. In this regard, English subject is assumed as the important lesson at school since school need to meet the demand of globalization. Therefore, school as an educational institution should promote the adequate environment to support English language learning. It should be applied to the Islamic school background as well to compete in globalization world.

Creating proper environment in learning English cannot separate from the roles of the teacher in the classroom. A teacher as the educator sometimes does not pay attention to the need of students and their personal interest' that can influence their achievement in learning. According to Nichols cited by Sauer (2012), teacher primarily takes responsibility for creating conducive learning environment in the

classroom. She/he can develop enjoyable classroom activities by taking advantages of the use of learning tools and positive social relationship. Although the behavior of students also involves in influencing the class situation as they sometimes do not follow the instruction of the teacher. Shortly, the teacher has to find an appropriate strategy to lead the students creating adequate environment especially in learning English.

Unfortunately, most of researches only discuss the specific things such as method, technique and media in teaching-learning process without considering other factors that are also important. School environment and students' interest are important elements in succeeding the learning process that should not be neglected. Outcome of learning is influenced by some factors not only the quality of teaching. Sometimes, environmental factors that we do not realize, take significant part in students' learning process. Nevertheless, all of parts in learning should support each other to contribute in the learning process at school.

Based on the assumption above, the researcher gets to do research regarding the school environment and the student's interest in English subject at SMP IT Assalam Boarding School Pekalongan. The circumstance of general educational institution must be different with circumstance of Islamic school. It might be different in values or other things. The main purpose of this study is that the researcher gets to determine, if any, the influence of school environment on students' interest in English subject

## **1.2 Reason the for choosing the topic**

This study focused on how school environment influences the students' interest in joining English learning activity in the classroom. The reasons for choosing this topic are as follows:

- (1) School environment should get more attention in education field as it becomes one of the main factors that contributes in driving students to reach the goals of learning. Educational institution must provide a proper learning environment to increase the quality of learning process. In short, environment is one of substantial part in education.
- (2) Students' interest is one of important things that cannot be neglected in teaching-learning process. It contributes excessively on students' attendance in class and students' achievement on the learning goal. Therefore, teachers must be aware with this issue and pay more attention to solve the problem happening in classroom. Sometimes, teachers are too busy creating the best teaching technique and only focusing on the material itself without investigating more about individual interest of the students.
- (3) It is time for Islamic schools to be more progressive in dealing with challenges of globalization era to modernize Islamic educational system. In this regard, SMP IT Assalam Boarding School Pekalongan as an Islamic school should develop English learning at their school to be competitive with others. Since it is a boarding school, it becomes more interesting to examine the English learning process of the school in order to find the best solution in

increasing the quality of it. Thus, the students will be able to be qualified in international requirement as the school establishes the better English learning process.

### **1.3 Statement of the problem**

This research was conducted to analyze how significant school environment influences the students' interest in English subject. To get the expected result, the researcher states the research problem as following question:

- (1) Is there any influence of school environment on students' interest in English subject?
- (2) How significant does school environment, if any, influence students' interest in English subject?
- (3) How does it influence students' interest in English subject?

### **1.4 Objective of the study**

Based on the problem statements of the research, the objectives of this research are mentioned below:

- (1) to find the influence of school environment on students' interest in English subject at SMP IT Assalam Boarding School Pekalongan.
- (2) to determine, if any, how significant school environment influences students' interest in English subject at SMP IT Assalam Boarding School Pekalongan.
- (3) to explain how school environment influences students' interest in English subject at SMP IT Assalam Boarding School Pekalongan.

## **1.5 Hypothesis**

Hypothesis is temporary prediction of the researcher about the finding of the study. It is stated according to some theories or any other resources related to the topic of the study. There are two typical hypothesis in a research, working hypothesis and null hypothesis. In this study, working and null hypothesis is stated below:

$H_1$  : There is a significant influence of school environment on students' interest in English subject at SMP IT Assalam Boarding School Pekalongan.

$H_0$  : There is no significant influence of school environment on students' interest in English subject at SMP IT Assalam Boarding School Pekalongan.

## **1.6 Significances of the study**

The significances of this study are explained along these lines:

- (1) Theoretically, this study is expected to be the reference other researchers and readers who focus their study on the topic related to the school environment, students' interest or the relationship between school environment and students' interest.
- (2) Practically, by examining school environment, stage holder and teachers can be more aware to find out the need of students in English learning process both physical and psychological. Moreover, by measuring students' interest teacher will be easier to observe the preference of the students. The teacher will be helped to choose the best method in teaching. Therefore, the teacher

will be more ready to face several troubles in classroom activities including in finding the appropriate solution for any problem.

- (3) Pedagogically, this research will provide data or information to our education area, especially in English teaching as a Foreign Language. In addition, this study is beneficial for Islamic school to develop their educational system in order to compete strictly facing the high demand of globalization era.

### **1.7 The Scope of the Study**

The researcher conducted the study at SMP IT Assalam Boarding School Pekalongan in academic year of 2018/2019. The topic of the study was limited on school environment both physical and psychological environment, students' interest and the relationship between school environment and students' interest.

### **1.8 Outline of the Research Report**

The research report is divided into five chapters, each chapter explains different topics: The first chapter is Introduction. In this chapter, general background of the study, reason for choosing the topic, statements of the research problem, objectives of the study, significant of the study, clarification on term, and outline of the final project are discussed.

The second chapter presents review of related literature that consists of review of the related previous study, theoretical review, and theoretical framework of analysis.

The third chapter presents the methods of investigation. It discusses the research design, variables, the resources of the data, the selecting of population and sample, the instruments of the research, the schedule of research activities, the procedure of collecting data, the item analysis and the analysis method.

The fourth chapter explains about the finding of the research. It presents the collected data from the instruments such as questionnaires, observation sheet and interview sheet. In this chapter, the data which is presented is data that have been analyzed by the researcher using some analysis method. The data is displayed by both quantitative and qualitative method. It explains the influence of school environment on students' interest in English subject and the current condition of school environment at SMP IT Assalam Boarding School Pekalongan. This chapter also includes the discussion section of the finding by relating between the finding and the theories.

The fifth chapter in this research report is conclusion and suggestion. The writer concludes the result of the study in brief paragraphs and gives some suggestion to the next researchers or readers.

## **CHAPTER II**

### **REVIEW AND RELATED LITERATURE**

In this chapter, the writer presents review of previous studies, theoretical studies and theoretical framework.

#### **2.1 Review of Related Previous Studies**

This part discusses the previous study done by several researchers regarding the topic of this study. This part discusses the previous study done by several researchers regarding the topic of this study. There are some researchers that conducted researches related to the influence of school environment on teaching learning process at school. Their studies provide references for this study which concern in the same topic.

School environment gives significant influences on students in learning process. Palangda (2016) found that there was positive and significant influence of school environment on Economy learning. This finding came from her research about the influence school environment and family environment on Economy learning. Yani, et al. (2014) found the same result regarding this topic that indicated school environments influences students' interest in Economy subject. In addition, Zuanti, et al. (2017) confirmed that there was a positive and significant influence between school environment and students' interest in social science subject (IPS). Andriana (2017) stated that there was a positive influence of school environment on students'

interest in learning process of general subject. In the same line, Putri and Isnani (2015) confirmed that students' interest is able to influence learning outcomes and motivate students to reach the goal in learning. Thus, school environment is considered as an important aspect in influencing learning process.

Educational environment has positive correlation with students' interest in any subject. It means that the better environment for studying will cause the higher interest of particular subject. According to Marsden (2005) classroom environment and school's facilities were significant related to students' interest in joining learning activity. In addition, Roza (2015) indicated that educational environment gives influence on students' interest in Arabic subject with positive correlation. Furthermore, Ghandi (2017) clarified that there was a significant and positive correlation between educational interest and school environment. Hence, the students' educational interest increases as the school environment increases.

The development of students in learning process is influenced by school climate including school environment both physically and psychologically. Miah (2015) stated environment factors play significant role to support the development of pupils at school. In addition, Konstan (2014) argued that learning process will take place effectively only in supportive, safe and secure environment. Moreover, Mege (2014) clarified that to improve teaching-learning process, school should provide not only good material but also proper school's facilities. Thus, the role of school environment plays significant role in improving learning process.

Not only giving influences on students' interest, school environment are able to influence students' achievement in learning. According to David (2010) environment of the place where students doing learning activity can affect to their achievement. It was based on his study that attempted to find the influence of school environment on students' achievement in science subject. Moreover, Odeh, et al. (2015) claimed that school climate and school's facilities that are included to school environment give significant influence on academic achievement of secondary students. It also works on primary school level as Faiq (2016) found that school environment influences learning achievement of elementary students. Therefore, the environment of educational institution is important aspect in achieving the goal of study.

Students provided by good support of learning circumstance get better score in studying than those who lack of supportive circumstance. Vislocky (2005) found the differences of scores between students who study in proper environment and students who study in poor environment. The score of those who provided with good support from the school gain scores better. In addition, Sauer (2012) stated educational circumstance takes part in affecting students to reach the good mark in learning. Hence, every educational institution should consider learning circumstance as the important element in success learning and should improve it in order to increase students' achievement.

School environment includes physical facilities and social circumstance in the place where pupils having learning process. According to Ajayi (2001) school environment includes classroom, library, teachers' quality, teaching methods and

other variable that can affect the teaching learning process. Furthermore, Lawrence (2011) stated that school environment includes physical services and academic environment such as the support of teachers, adequacy of disciplinary procedures, and mental health.

In this context, school environment refers to the Islamic culture or climate of the school that might influence students' learning process. Sharma (2014) stated that school culture influences the students' performance in learning activities. They solved the problem in statistic subject based on their own culture and habit. Vislocky (2005) clarified that there was a significant relationship between culture of the middle school students and their reading achievement. Moreover, Christiani (2016) confirmed that elements of school culture influence students in reaching the learning goals as strong as the effect of encouragement of parents. Hence, culture is able to give impact to the students' learning process at school.

## **2.2 Theoretical Reviews**

### ***2.2.1 Definition of School***

School is very important for some people to gain knowledge and learn some values. According to Oxford Dictionary, school is an institution for educating children. It is in the same line with the common argument in our society where people consider school is as the place children study and learn certain knowledge regularly.

On the other hand, Gandhi (2017) argues that school is not limited by a place of learning certain knowledge but also as the place where young people are disciplined

certain form of the rules of the school to reach the setting goals. Children or young generations learn to be disciplined in certain form based on the particular requirements of the schools.

Redding (1991) considers school as a community consisting several elements such as students, teachers, administrators, staff and families of students. Those elements shape the school to be good or not in quality and level. School is more than a physic appearance such as building, facilities etc. It is a community which shares values according to the main characteristic of the school.

Basically, school can be contemporarily defines as the formal institution for studying. Idi (2011) describes school in nowadays term as a purposive institution for students learning process under control of the teachers. The term school is usually used to define a formal educational institution both built by government of particular group. Most of countries have formal institution for schooling their young people to meet the demand of globalization.

Furthermore, school is not only as a formal institution where students study some lessons under control of the teacher. In deeper meaning, school is an institution that is expected to be able to educate students morally. Palme (1998) states that school is a moral institution, in this context, the teachers should encourage students morally. Students need moral education to face the next step in their lives in order to build good characters. Thus, we need to balance intelligent and moral aspects on the students.

Following the concept of the theories above, it can be concluded that school is a place where young generations learn particular knowledge and share values with the arranged form and rule. School has two elements that build the characteristic of certain school. They are physical and non-physical elements where each element takes part important role. The physical environment includes teachers, students, administrator, staff and the facilities of the school. Furthermore, the non physical elements includes values, beliefs, culture, curriculum and non-written rules of the school.

### ***2.2.2 Definition of Environment***

In broad sense meaning, The English Environment Protection Act as cited by Larsson (2009) defines environment is consisting of all nature elements including air, water, land, flora and fauna. This definition basically describes environment in scientific approach that we see environment as the place where we live in physically.

Socially, human beings live in particular environment that will lead them to tend to certain condition. Especially young people including children, they get significant influences from the environment they live in. Gandhi (2017) describes environment as the circumstances that take part consciously or unconsciously in influencing young generation in every part of their life. Teenagers will act and react based on their values they learned from their surroundings. They also think according to the knowledge and belief they previously got from the environment.

### ***2.2.3 Definition of School Environment***

School members such as teachers, students, administrators, etc. need a supportive environment at school to support them dealing with their duties. Lamerle (2005) states that school environment is the workplace of school community which should be in a good support to help them do a great job. Apparently, poor working environment at school is caused of the bad environment the school provides.

According to Mick Zais cited by Lawrence (2012), school environment means the level to which educational institution settings promote student safety and student health. The school settings may include the physical plant, the academic environment, the mental health services, the adequacy of disciplinary procedures that have been supported by relevant research and an assessment of validity

However, school environment not only includes the services and facilities the school provides, but also includes the relationship between student and student; student and teacher. Ajayi cited by Mege (2014) argues that school environment includes classroom, library, technical workshop, relation between student and student, and the way teacher teach students in the classroom. Thus, the interaction among students, teachers, and other members of school can be considered as the school environment factors.

### ***2.2.4 Definition of Interest***

Interest is very important part to be involved in each activity in order to encourage someone to reach the best achievement and knowledge. Commonly, people have

good knowledge and know more about something that they are interested in. John Dewey cited by Harackiewicz and Hulleman (2010), describes interest is being engaged, engrossed, or entirely taken up with an event, idea or particular object. Clearly, someone who is interested in particular activity, object or topic will be involved and engaged significantly. People will be more enjoying to do their favorite activities or talking about topic where they take interest.

Interest is influenced by some factors that come from the students as individual and environment they belong to. Renninger (2000) states that many contemporary interest theories are divided into two components: individual interest and situational interest. Regarding to educational issue, individual interest comes from inside of the student as an individual who has a preference toward some objects. It is emphasized by Lai cited by Lee, et al. (2011), they state interest in studying is a personal preference where students choose one thing or object individually according to themselves. While, situational interest is an interest that depends on the circumstance in place and time.

### ***2.2.5 The Importance of Promoting Interest in Education***

Individual interest plays important role in encouraging students in their study. Students with high internal interest in some subjects usually obtain the good result in their learning. Putri and Isnani (2015) confirm that students' interest is able to influence learning outcomes and motivate students to reach the goal in learning.

Therefore, teachers as learning facilitator should identify and pay more attention on this issue in order to increase students' interest in many subjects at school.

Not only important aspect in learning, students' interest is also important aspect in career. Kahu, et al. (2017) claims that individual interest is a primary influence on their career choices and goals. People with high interest in their job usually give maximum performance in doing the job. In the same line, Harackiewicz (2016) clarifies interest is a powerful process that motivates students in their learning, academic and career. Learning and career are globally the same activities that need interest sense to perform. Hence, interest significantly influences somebody's preference, goal, and achievement in his/her study and career.

### ***2.3 Theoretical Framework***

According to Baek and Choi (2002), school environment is a place where learners being engaged to acquire knowledge and identified as a critical factors which impacts student achievement. Furthermore, Faulkner, et al. (2005) state that the learning environment in the classroom has been shown to contribute in giving a strong impact on student development and learning. Since many researchers conducted research concerning this issue, a good learning environment becomes a very important aspect in students' learning. Lippman (2010) states "learning environments are envisioned as places where the learner is engaged in self-directed and co-operative learning activities, and the physical environment is planned so that it can be routinely re-

organized to mediate learning”. Therefore, educational institution must set up a good learning environment properly based on the core objectives of the school.

Regarding the school environment topic, many people would closely relate this term with the physical environment that can be manipulated to help the students in increasing the achievement. Zandvliet and Straker (2000) argue that the manipulation of physical components can also be considered as a positive and practical method of effecting the overall educational environment of a class and for increasing the general educational productivity of a classroom setting. In addition, Jones, et. al (2013) in his study found that the physical environment have a significant influence on physical activity of pupils that leads them to have better learning process. However, the effective classroom activity is also influenced by some factors such as teaching method, teaching style, adequate lesson preparation and so forth as Nguyen, et al. (2014) argue in their journal. Thus, students must be provided by both adequate physical environment and qualified teaching at classroom.

School environment includes not only physical environment but also psychosocial environment build by the interaction among members of school community. Vidaček-Hainš, et al. (2008) explain that an environment of the students learning encompasses a whole range of variables in the area of psychological, pedagogical, and cultural research. In this case, students need to be surrounded by a good climate in their psychosocial environment to create a comfortable social circumstance. Allodi (2010) points out that an educational intervention can be applied by improving the quality of the learning environment through its social climate to

enforce and sustain the good interaction among individuals. In addition, Vislocky (2005) based on the finding of his study emphasizes that school's climate impacted many elements of the school, including student achievement.

According to Kadir (2012) school environment consists of several components which can influence the students' learning process such as the relation between teachers and students, the relation between students and students, learning tools, learning curriculum, school's discipline, and building condition.

Finally, with the high quality of school environment, it is expected to increase students' motivation in learning and make students more being interested in joining classroom activity. Sauer (2012) argues that effect and impact of students' intrinsic motivation is important for teachers when transforming knowledge in their classrooms. With regard motivation term, Hanrahan (1998) states that personal motivation is related to the intrinsic factors such as prior knowledge and interest in the subject matter. Thus, students' interest in any lesson is important to contribute in increasing the learning performance. Harackiewicz and Hulleman (2010) emphasize that the role of students' interest significantly impacts the students' achievement in doing task and test.

In nutshell, the achievement and performance of students will be increased through the level of student's interest. Similarly, the students' interest can be developed by the learning environment where students being engaged. According to Eidswick (2009) personal interest of the pupils can be increased by situational interest which is influenced by the environment and climate of the school. Equally important,

Ghandi (2017) states that school environment is significantly correlated with students' interest in learning and it plays a vital role in helping students to deal with the hardship of the subject matter.

Based on this perception, the researcher conducts this study to find the influence of school environment on students' interest in English subject. The researcher will apply several methods on the students in order to determine the influence of school environment on students' interest in English subject, the quality of the school environment and students' interest, and the relationship between them. The theoretical framework of this research is explained below:

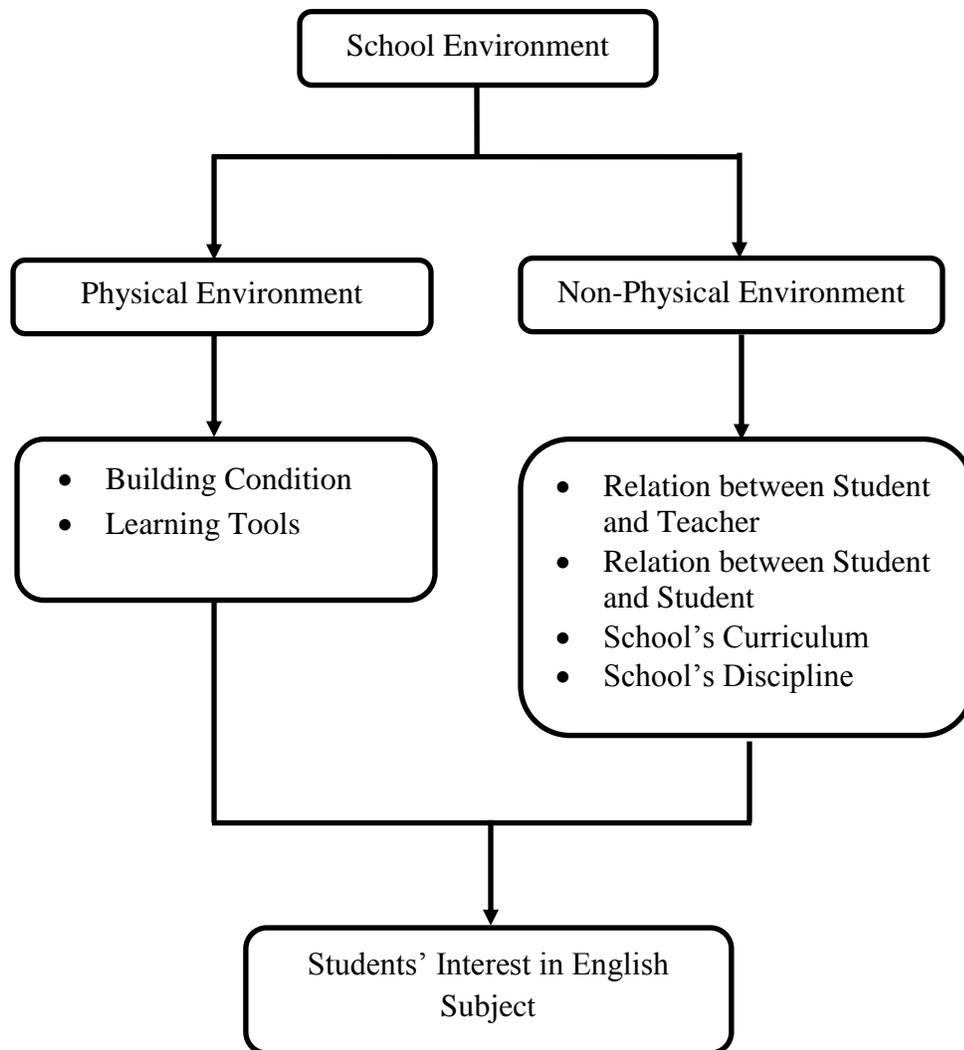


Figure 2.1 Theoretical Framework

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

The result of the study revealed that there was a significant influence of school environment on students' interest in English subject. It means school environment was statistically proven that it was able to give influences on students' interest.

The further explanation is that the researcher obtained the research finding from computation of Pearson's Product Moment both using manual calculation and SPSS calculation which revealed the determination of school environment on students' interest. From the manual computation, the researcher found that school environment influences students' interest in high level with significance 0.649. It supported by SPSS computation with the same result, the significance was 0.649. If R-value is higher than R-table, there is a significant influence between the two variables. In this study, R-value (0.649) was higher than R-table (0.254). It means that  $H_0$  was rejected and  $H_1$  which was stated "There is a significant influence of school environment on students' interest in English subject" was accepted. Statistically, the researcher found that a good environment of educational institution would lead the students having motivation and interest in learning any subject.

Other resources come from observation and interview section. From those activities, the researcher concluded that school environment of SMP IT Assalam Boarding School Pekalongan can be considered proper to facilitate the students in

learning. The students' interest in English subject of the students was relatively high. Most of them were enthusiast to join English class. However, there were some aspects to be fulfilled regarding English subject. The school should facilitate students to improve their skill in English by holding extracurricular. In addition, the school also should complete the learning tools that are very important for students in joining the class activities. Not only for students, teachers need more tools to give good performance in teaching.

## **5.2 Suggestions**

Based on the results of the study, the researcher proposes some suggestions as follows:

Educational institution such a school should provide proper environment for supporting students to achieve their goal in learning process. Physical environment such as school facilities, building condition and learning tools take important part to support the quality of learning process. School as the educational institution is expected to fulfill all the need of students concerning this issue.

The teacher should pay more attention on students' interest in any subject since students' interest is one of many factors that is able to influence the motivation of students in joining the class activities. Teacher should recognize the sign given by the students whether they have enough motivation or not in learning. By examining the students' preference, teacher will be easier to solve the problem in the classroom and improve the quality of teaching-learning process.

For future researcher, they can use this research as a literature to guide them while doing the similar research. Although this research still has many weaknesses, the researcher hopes this study can help the other researchers concerning school environment, students' interest and the relationship between it.

## BIBLIOGRAPHY

- Allodi, M. W. (2010). The meaning of social climate of learning environment: some reasons why we do not care enough about it. *Learning Environ Res*, 13, 89-104.  
Doi: 10.1007/s10984-010-9072-9.
- Andriana, A. (2017). *Pengaruh Lingkungan Sekolah terhadap Minat Belajar Siswa Kelas XI MA Wasilatul Falah Rangkasbitung*. (Final Project, Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia).
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta, Indonesia: PT. Rineka Cipta.
- Arikunto, S. (2003). *Manajemen penelitian*. Jakarta, Indonesia: PT. Rineka Cipta.
- Arsyad, A. (2009). *Media pembelajaran*. Jakarta, Indonesia: Rajawali Pers.
- Athanasou, J. A., & Petoumenos, K. (1998). Which components of instruction influence student interest?. *Australian Journal of Teacher Education*, 23(2), 61-71.  
Doi: 10.14221/ajte.1998v23n2.5
- Baek, S-G. & Choi, H-J. 2002. The relationship between students' perception of classroom environment and their academic achievement in Korea. *Asia Pacific Education*, 3, 125-135. Retrieved from <http://www.sciepub.com/reference/57279>.
- Bird, D. 2009. The use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation – A review of current knowledge and practice. Research Gate, Retrieved from <http://www.researchgate.net/publication/320234642>.
- Bordens, K. S., Abbott, B. B. (2014). *Research design and methods: A process approach, ninth edition*. New York, United States: McGraw-Hill Education.
- Bordens, K. S., Abbott, B. B. (2016). *Research design and methods: A process approach, ninth edition*. New York, United States: McGraw-Hill Education.
- Brannen, J. (2005). *Memadu metode penelitian kualitatif dan kuantitatif*. Yogyakarta, Indonesia: Pustaka Pelajar Offset.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: SAGE Publication, Inc.
- Christiani, P. (2016). *Pengaruh budaya sekolah dan dukungan orang tua terhadap prestasi belajar mata pelajaran IPS siswa kelas VII di SMP NEGERI 2 Probolinggo*. (Final Project, Universitas Kanjuruhan Malang, Malang, Indonesia).

- Eidswick, J. (2009). The influence of interest on reading comprehension in EFL students. *Annual Research Report of the Language Center*, 12, 25-38. Retrieved from <https://files.eric.ed.gov/fulltext/ED506195.pdf>.
- Emzir. (2014). *Metodologi penelitian pendidikan*. Depok, Indonesia: PT. Raja Grafindo Persada.
- Faiq, N.A. (2016). *Pengaruh motivasi dan lingkungan sekolah terhadap prestasi belajar pada siswa kelas tinggi SDN 2 Gembong Pati 2015/2016*. (Final Project, Universitas Muhammadiyah Surakarta, Surakarta, Jawa Tengah, Indonesia).
- Faulkner, J. K., Bradley, K. D., & Lumpp, J. K. (2005). Broadening the roles of school psychologists through an evaluation of learning environments: A pilot study. *Running Head: Evaluation of Learning Environment*, 1-20. Retrieved from <http://www.uky.edu/~kdbrad2/SchoolPsych.pdf>.
- Gandhi, N. (2017). Study of educational interest in relation of school environment. *National Journal of Multidisciplinary Research and Development*, 2(3), 381-383. Retrieved from <http://www.nationaljournals.com/download/249/2-3-223-597>.
- Garg, G. & Kothari, C.R. (2014). *Research methodology: methods and technique*. New Delhi, India: New Age International (P) Ltd., Publishers.
- Hanrahan, M. (1998). The effect of learning environment factors on students' motivation and learning. *International Journal of Science Education*, 20(6), 737-753. Retrieved from <http://www.tandf.co.uk/journals/titles/09500693.asp>.
- Harackiewicz, J. M., & Hulleman, C. S. (2010). The importance of interest: The role of achievement goals and task values in promoting the development of interest. *Social and Personality Psychology Compass*, 4(1), 42-52.  
Doi: 10.1111/j.1751-9004.2009.00207.x
- Harackiewicz, J. M., et al., (2016). Importance matters: The importance of promoting interest in education. *Research Gate*.  
Doi: 10.1177/2372732216655542
- Idi, A. (2011). *Sosiologi pendidikan: Individu, masyarakat, dan pendidikan*. Jakarta, Indonesia: PT. Raja Grafindo Persada.
- Jones, N. R, et. al. (2013). School environments and physical activity: The development and testing of an audit tool. *Europe PubMed Central*, 16(5), 76-83.  
Doi: 10.1016/j.healthplace.2010.04.002.
- Kadir, A. (2012). *Dasar-dasar pendidikan*. Jakarta, Indonesia: Kencana Prenada Media Group.

- Kahu, E., et al. (2017). Student interest as a key driver of engagement for firstyear students. *Student Success*, 8(2), 55-66. Retrieved from <https://studentsuccessjournal.org/article/view/504>.
- Kaur, S. P., (2013) Variables in research. *Samarpan Institute of Nursing Sciences*,3(4), 36-38.  
Doi: IJRRMS2013;3(4)
- Konstan, E. (2014). *Best practices standards for creating and sustaining a safe and supportive school*. New York, United State: NYC Department of Education.
- Khotari, C.R, Garg,G. (2014). *Research methodology: method and techniques*. New Delhi, India: New Age International (P) Ltd., Publishers.
- Lamerle, K. A. (2005). *Evaluating the impact of the school environment on teachers' health and job commitment: Is the health promoting school a healthier workplace?*.(Master's Thesis, School of Public Health Queensland University of Technology, Brisbane, Australia). Retrieved from <https://eprints.qut.edu.au/16160>.
- Larsson, M. L. (2009). Legal definition of environment and of environmental damage. *Stockholm Institute for Skandinavians Law 1957-2009*, 155-176.Retrieved from <http://www.scandinavianlaw.se/pdf/38-7>.
- Lawrence, A. (2012). School environment and academic achievement of standard IX students. *Journal of Educational and Intructional Studies*,2(3), 210-215. Retrieved from <https://www.researchgate.net/publication/235771526>.
- Lee, Y.-J., Chao, C.-H., & Chen, C-Y. (2011). The influences of interest in learning and learning hours on learning outcomes. *Global Journal of Engineering Education*, 13(3), 140-153. Retrieved from <http://www.wiete.com.au/journals/GJEE/Publish/vol13no3/01-Lee-Y-J>.
- Lippman, P. C. (2010). *Can the physical environment have an impact on the learning environment?*.New York, United State: Organisation for Economic Co-operationand Development. Retrieved from [www.oecd.org/publishing/corrigenda](http://www.oecd.org/publishing/corrigenda).
- Margono, S., (2003). *Metodologi penelitian pendidikan*. Jakarta, Indonesia: PT Asdi Mahasatya.
- Marsden, D. B. (2005). *Relations between teacher perceptions of safe and orderly environment and student achievement among ten better-performing, high-poverty schools in one Southern California elementary school district. (Unpublished doctoral dissertation*. Pepperdine University, Malibu, California). Retrieved from <https://core.ac.uk/download/pdf/9420806>.

- Masyuri, Zainuddin, M. (2008). *Metodologi penelitian: pendekatan praktis dan aplikatif*. Bandung, Indonesia: PT Refika Aditama.
- Mege, C. A. (2014). *Influences of school environmental factors on teaching-learning process in public primary school in lower Nyokal Division, Homa-Bay District, Kenya*. (Master's Thesis, University of Nairobi, Nairobi, Kenya). Retrieved from <http://eap.uonbi.ac.ke/sites/default/files/cees/education/eap/final%20report>.
- Miah, A. S. (2015). Influence of school environment in relation to the academic achievement of secondary school students of Malda district. *Abhinav National Monthly Refereed Journal of Research*. 4(7), 6-10. Retrieved from <http://abhinavjournal.com/journal/index.php/ISSN-2277-1182/article/view/737>.
- Narbuko, K., Achmadi, A. (2013). *Metodologi penelitian*. Jakarta, Indonesia: Bumi Aksara.
- Neolaka, A. (2016). *Metode penelitian dan statistik*. Bandung, Indonesia: PT. Remaja Rosdakarya.
- Nguyen, H. T., Waren, W., & Fehring, H. (2014). Factor affecting English language teaching and learning in higher education. *Canadian Center of Science and Education*, 7(8), 94-105.  
Doi:10.5539/elt.v7n8p94.
- Odeh, R.C., et. al. (2015). Influence of school environment on academic achievement of students in secondary school in zone "A" senatorial district of Benue State, Nigeria. (*International Journal of Recent Science Research, Nigeria*). Retrieved from [https://www.academia.edu/28542429/Influence\\_Of\\_School\\_Environment\\_On\\_Academic\\_Achievement\\_Of\\_Students\\_In\\_Secondary\\_Schools\\_In\\_Zone\\_A\\_Senatorial\\_District\\_Of\\_Benue\\_State\\_Nigeria](https://www.academia.edu/28542429/Influence_Of_School_Environment_On_Academic_Achievement_Of_Students_In_Secondary_Schools_In_Zone_A_Senatorial_District_Of_Benue_State_Nigeria)
- Palangda, L. (2016). *Pengaruh lingkungan sekolah dan lingkungan keluarga terhadap minat belajar ekonomi peserta didik di SMKN 4 Makassar*. (Master's thesis, Universitas Negeri Makassar, Makassar, Indonesia). Retrieved from <http://eprints.unm.ac.id/4454/2/artikel%20acc>.
- Palme, M. (1998). The meaning of school: repetition and drop out in the Mozambican primary school. *Sociology Education and Culture Research Report*. 16, 1-62. Retrieved from <https://uu.diva-portal.org/smash/get/diva2:328377/FULLTEXT01.pdf>

- Putri, D. T. N., Isnani, G. (2015). Pengaruh minat dan motivasi terhadap hasil belajar pada mata pelajaran pengantar administrasi perkantoran. *Jurnal Pendidikan Bisnis dan Manajemen*. 1(2), 118-124.
- Redding, S. (1991). What is school community, anyway?. *The School Community Journal*, 1(2), 7-9. Retrieved from <http://www.adi.org/journal/fw91/editorial-reddingfall1991>.
- Renninger, K. A. (2000). Individual interest and its implications for understanding intrinsic motivation. *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*, 373-404. Retrieved from <https://www.sciencedirect.com/science/article/pii/B9780126190700500350>.
- Roza, N. (2015). *Pengaruh lingkungan pendidikan terhadap minat belajar Bahasa Arab siswa kelas VIII MTsN Wonokromo Bantul Yogyakarta Tahun Ajaran 2014/2015*. (Final project, Universitas Islam Negeri Sunan Kalijaga, Bantul, Yogyakarta, Indonesia). Retrieved from <http://my.yoursearch.me/web>.
- Sharma, S. (2014). Influence of culture on secondary school students' understanding of statistics; a Fijian perspective. *Statistics Education Research Journal*, 13(2), 104-117.
- Sauer, K. (2012). The impact of students interest of instructor effectiveness on student performance. *Fisher Digital Publication*, 12, 1-53. Retrieved from [http://fisherpub.sjfc.edu/education\\_ETD\\_masters/243](http://fisherpub.sjfc.edu/education_ETD_masters/243).
- Sugiyono. (2014). *Statistika untuk penelitian*. Bandung, Indonesia: IKAPI.
- Sugiyono. (2012). *Metode penelitian kombinasi (Mixed Methods)*. Bandung, Indonesia: Alfabeta.
- Vidaček-Hainš, V., Appatova, V. & Prats, H. (2008). Components of effective academic learning environment: Case studies of Croatian and American students. *Proceedings of the 19th Central European International Conference on Information and Intelligent Systems, Varazdin, HR*, 137-144. Retrieved from <https://pdfs.semanticscholar.org/f446/8e7aff446273e2c1250c2825fc1d617810aa.pdf>.
- Yani, I., et al. (2014). *Pengaruh disiplin sekolah, disiplin belajar, kesiapan belajar, dan perhatian orang tua, terhadap minat belajar siswa pada mata pelajaran ekonomi di SMKN 01 Limbur Lubuk Mengkuang Kabupaten Bungo Provinsi Jambi*. (Final project, STKIP PGRI Sumatera Barat, Indonesia). Retrieved from <https://docplayer.info/63649014-Mahasiswa-program-studi-pendidikan-ekonomi-stkip-pgri-sumatera-barat-2.html>

- Vislocky, K. (2005). *The relationship between school culture and student achievement in middle schools*. (Doctoral Disertation, University of Central Florida, Orlando, Florida). Retrieved from <http://stars.library.ucf.edu/etd/631>.
- Zandvliet, D. B., & Straker, L. M. (2000). Physical and psychosocial aspects on the learning environment in information technology rich classrooms. *Ergonomics Journal*, 1-11. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/11560365>.
- Zuanti, R., et. al. (2017). *Pengaruh kompetensi pedagogik, fasilitas belajar, dan lingkungan sekolah terhadap minat belajar siswa pada mata pelajaran IPS kelas VIII di SMPN 3 Koto XI Tarusan Kabupaten Pesisir Selatan*. (Final project, STKIP PGRI Sumatera Barat). Retrieved from <http://jim.stkip-pgri-sumbar.ac.id/jurnal/view/12K>