

# Assessing EFL Young Learners' Reading Skill

**Yuliana Ambar Sari**

Language and Art Department, Faculty of English Education  
Indraprasta University (UNINDRA PGRI) of Jakarta

## Abstract

Assessment should be frequently and systematically included into learning and teaching scheme. It should mirror the activities done and experienced in thorough lesson plan and should give very significant assumption to what the students have achieved. In relation to the skill of reading, English for Young Learners (EYL) practitioners still argue about the appropriate ways to develop learners' reading skill. They have particularly been discussing about its application and assessment toward young learners. This matter still needs comprehensive ideas to be solved. Reading assessment usually retains in traditional way instead of reflecting more in postmodernism point of view. However, some main considerations must be realized and recognized in assessing such skill. This paper is aimed at sorting some theories (Montessori and other experts) and curriculum implication in deciding some activities useful to conduct reading assessment to young learners. This is done by analyzing postmodernism issue. The result shows that there are eight balancing activities which can be done for better reading assessment for kindergarten students.

*Keywords:* English for young learner (EYL), Curriculum, Reading assessment, Postmodernism.

## INTRODUCTION

Young learners who are in very beginning session of school-aged children involve "an integrated approach in their developmentally appropriate practice (Essa, 2003, p.10)". They have specific approach to succeed on what they do in specific method and techniques. Children, as human being, learn best when they are able to learn at their own pace (Lawrence, 1998). Just like adult, young learners need to develop the ability to concentrate...the more peers are able to give full attention to a task, the more likely they are to succeed (Lawrence, 1998). This means an assessment should have a strong diagnostic function that will provide useful information to both teachers and learners.

Normally, assessments done in significant and customized way belong to common primary schools or institutions. They have some regular

types of questions, ideas and ways to assess their students. In this case, assessing young learners, who are limited in the middle age of primary children and in the last grade of kindergarten (five-to-seven-year-old kids), is still exceptional. Most of the teachers and principals say that it is not necessarily done to assess all of students' language ability; as long as young learners know what English is, it has accomplished what the institution must do. This will be a very serious matter for the development of English amongst young English language learners if kindergartens frame their wrong mindset of their students.

Since there is unavailability of English curriculum for kindergarten, it is still difficult to decide a proper way to do assessment for young learners' language skills. Had it been assisting English teacher, there would be no difficulties in accomplishing both the

teaching process and assessment. However, for those kindergartens which have included English as one dependent lesson must pay attention to the best, either the teaching learning or the assessment.

Reading for young learners, as one skill that seems not important to achieve, is actually necessitated. Montessori argues that reading comes after speaking and listening. She believes that to help young learners to read well, caregiver will need to develop her ability to communicate with others about the things that they know (Lawrence, 1998). Not only to speak and to listen, they also need to read and write. However, it is a big question whether young learners should go firstly for writing or reading skill? She claims that writing is a bridging to write.

This does not mean that students must be able to write well to do well in reading. When children read words, they need to know the alphabet. The question is whether young learners should write words to be able to read them then? The answer will be in the teachers themselves: How they put goal to young learner, or whether it is all about 'the necessity of reading' or 'reading as the goal beyond any others'. As EYL teachers, we have to maintain our acknowledgement on how to deliver language at its best, whether it is for ESL or EFL students. Montessori argues that children can absorb huge quantity of information simply by living. This would mean that when teachers keep thinking that students do not easily absorb the exposed language, and they do all about translating instead of contextualizing, they will not experience an English milieu of second language. Contrarily, the result of English teaching learning will go differently when teachers, as caregivers at school, always expose them in a very exciting English setting.

## **REVIEW OF RELATED LITERATURE**

### **Postmodernism for Reading Assessment**

Situation of a society is changing time to time and creating different points of view for its members to interface developing life structure. The condition of our society and culture is 'postmodern' (Harrison & Salinger, 2002). Prior to the development of education in Indonesia, many teachers still considered traditionally that learning process was all about doing the custom and highlighting score achieved by the students instead of peering onto the successfulness of teaching learning process. When teacher's goal is all about the success of learning process, they automatically lead their students to the greatness of final goal either implicitly or explicitly.

Postmodernism issue considers two main aspects; one of two is rethinking of the nature of the scientific inquiry (Harrison & Salinger, 2002). In fact, most members of our society still rethink about the proper inquiry than scientific life matter. Therefore, some educators are still far from postmodernism. Based on ambiguities shadowing educational issues, more English teachers put assessment as obstacles for them to do great things for their students. Based on preliminary research in 2013 toward some kindergarten English teachers, four of five teachers still dealt with traditional points and far from extended idea development when teaching. Some were still busy to the betterment of test thrown to students instead of thinking about how to help the students succeed in contextualizing the use of the language.

Covering teaching learning process, especially reading, postmodernism has put the success of students' achievement in learning language receptively. It is not the matter of the score itself, but more, it goes to the success of how to customize

the students to assessment. Postmodernism in reading assessment is considered as “a mistrust of traditional ‘scientific’ approaches (Harrison & Salinger, 2002:1)”. When the past leads more teachers pay attention to the achievement of the score, postmodernism pays attention more at how the students accustom themselves in understanding the context of the language properness, based on their needs, which leads them to the assessment success.

Postmodernism also has much to contribute to the other parts of assessment, namely our notions of ‘comprehension’, particularly in relation to the concept of ‘meaning’ (Harrison & Salinger, 2002). When teachers underline more to language meaning, they will misguide either themselves or the students. Contrarily, when teachers peer in the language concept, their action will refer mostly to the learning fulfillment of their students because fundamental rethinking (language contextualization) can bring the success of foreign language learning, either literarily or meaningfully.

Doing reading assessment to young learners will not be a nightmare for teachers when many of them not only deal with verbal productive skills of the students but also encourage both themselves and students to retain reading matters. Beyond some expectations of reading assessment, curriculum can lead teachers to succeed in teaching learning process. Even curriculum has briefly outlined some reading points in language attempts; teachers need to ensure that immersing reading skill to students is beyond everything.

### **EFL Young Learner’s Reading Skill**

Many kindergarten teachers do think that their students are hard to decipher foreign language. Most of them retained to teach translation language and parroting (Class observations, 2010-

2011). There is a black shadow following caregivers at school when they want to apply all skill of English toward their young learners. This is the result of teachers’ less consciousness for the meaning of EFL young learners and ESL young learners. Additionally, most materials used by most kindergarten do not put reading as an interesting skill to deliver. They just peer on writing skill and speaking.

Based on a research done to investigate how some kindergartens managed their role of English extracurricular by questionnaire and interview (preliminary research of designing material for EFL kindergarten teacher, 2013) clarified that some principals only needed the students of the last grade, who were five-to-six-year-old kids, to be able to know English, to name some vocabularies related to their daily lives and to write some words, so it would ease them in entering primary school. Previous research just done to teachers and parents toward reading skill also clarified that two of five English teachers and one of five mothers confirmed that reading was necessary language skill to convey in any English class. As long as teachers teach the students to read in proper way, in easy mood, chunk by chunk and out of burdening tutorial for either teachers or students, reading is not a burden. Most of them surely claimed that reading was a mass mistake done by teacher who often created ambiguities by doing translating or using Indonesian spelling.

Essa (2003) underlines sharply that children are constantly involved in communication-in listening, talking, interpreting, writing, and reading. Montessori added about the best way of young learners receiving language that the quality and the quantity of [language] connection made upon impression of the world which is

received through young learners' senses, reinforced through activity and repetition (Lawrence, 1998). As long as caregivers put them in real language situation, their language ability will be formed at a rapid rate of second language acquisition. Teachers as caregivers at school must put young learners in a correct language circumstances, therefore a simultaneous impression of the students' create them to achieve complete understanding instead of ambiguities.

Proper reading for young learner must be done by a direct interaction between teacher and students. Reading for young learner is not all about oral reading accuracy. It is a sight word reading which has to do with memorizing the image of a word or a specific feature of a word. It is indicated that teaching reading and writing to children is all about giving 'keys' to them (Lawrence, 1998). Those children do not need to know that reading is a process to determine a set of letters on lines; instead it just gives a caregiver an access to young learners' comprehension toward English.

Spelling does not matter at this age (Lawrence, 1998), therefore, reading for young learners is neither to spell letters nor read a chunk of phrases. Montessori also says that teachers may not also ask children to read what they have written. Yet, it will create ambiguities to what they have written to its pronunciation. Instead, teachers may show the ways in which they can use the language they have learned in new context such as games and role play (Herrera & Hojel, 1998). The purpose of playing games is to ease the children how to put together the sound that they already know and read them (Lawrence, 1998). This is the process of contextualization of the language. Games are not only done for drilling but also for assessment.

### **Assessing Reading Skill to EFL Young Learner.**

Indonesia has no availability reading test instrument for EFL kindergarten students, instead the school or institution provides any. There is one for young learners' reading assessment, TBALL assessment for 5-7 year-old kid. Its system consists of three main parts which are child friendly students interface, speech recognition and teacher interface (Price, 2009). This test puts attention to face to face assessment in a simultaneous condition of teachers and students.

Harrison also underlines manners of meaning conceptualization in text by giving very significant implications for reading assessment (2003). Underlining meaning is important in reading assessment to go to a deeper understanding 'which objects for which words'. For a clearer phase, primary students need to be put further in proper fundamental bottom-up, as well as top-down for conceptual strategies for comprehension (Brown, 2003). While bottom up refers to young learners' habit in determining letters to words, top down means a lot for language conceptualization and comprehension. As an example when a teacher is assessing student's ability in reading a text ('They are looking at the sun') from a picture of a young boy with his mother looking at the sun, teacher may read the text and give a specific color for 'they', so the students are not only be able to read word 'they' but he also understand its meaning of. Teacher may keep reading the text, but the teacher stops in the part of 'they', and points at the boy and the mother, for the teacher encourages him to read 'they'. Teacher does not necessarily ask him to read all sentences. A long-term study is much better for the improvement of EFL young learner's reading skill than pursuing him to read all, but leading him to language misinterpretation. Again, as

teacher presents the new vocabulary to children, offer them the opportunity to show that they understand the language by pointing, circling and clapping (Herrera & Hojel, 2003)

Additionally, to decide proper assessment based on kindergarten curriculum, there are some verbal activities drawn clearly that are to: imitate 3-4-word-arrangement, imitate simple words, imitate simple sentences,

mention similar syllabic words, name things, read story line, retell a story and connect words to symbols.

Reading assessments commit the kinds of activity that regularly occur in the class. Therefore, based on what Montessori suggested to do for reading activities, and combined with reading items listed in curriculum for kindergarten, a context coding was done toward the two:

Montessori's	Kindergarten curriculum
1. Sounding out	1. Imitate 3-4-word-arrangement
2. Repetition and confirmation	2. Imitate simple words
3. Reading the picture	3. Imitate simple sentences
4. Reading without using objects	4. Mention similar syllabic words
5. Circling and pointing	5. Name things
6. Recognizing some common words.	6. Read story line
	7. Retell a story
	8. Connect words to symbols.

Here is the result of context coding:

Table 1.  
*Description of reading role play to indicators*

Reading indicators	Montessori reading points
imitate 3-4-word-arrangement	1 sounding out circling and pointing reading the picture repetition and confirmation recognizing some common words
imitate simple words	2 sounding out circling and pointing reading the picture repetition and confirmation recognizing some common words

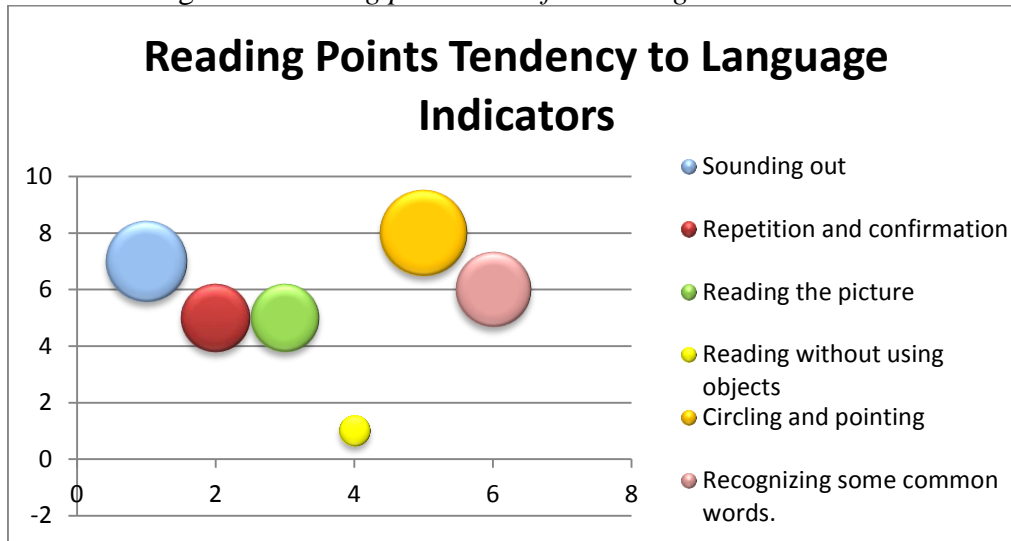
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imitate simple sentences	3	sounding out circling and pointing reading the picture repetition and confirmation
mention similar syllabic words	4	sounding out repetition and confirmation reading without using objects circling and pointing
name things	5	sounding out circling and pointing reading the picture circling and pointing repetition and confirmation recognizing some common words
read story line	6	sounding out circling and pointing recognizing some common words
retell a story	7	sounding out recognizing some common words reading the picture circling and pointing
connect words to symbols	8	repetition and confirmation circling and pointing recognizing some common words reading the picture

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Here is the description of how reading points are scooped into language indicators for reading:

Figure 1. *Reading points code for reading indicators*



After scooping reading points toward language indicators for kindergarten, it is analyzed that each reading point has different percentage to occur when they are coded and matched to indicators. The most useful activities for reading assessment to the least are:

1. Circling and pointing
2. Sounding out
3. Recognizing some common words
4. Reading the picture
5. Repetition and confirmation
6. Reading without using objects

While circling and pointing are the most applicable for reading assessment, reading without using objects is less applicable.

There are some games that I have experienced during my twelve years teaching in kindergarten that are taken from Herrera & Hojel, Methold, Krausse, Ling & Smith books. They are sound game, circling words, naming game, find the correct word, drawing line, grouping, completing last words, giving comments, matching index card, syllable game, word pointing, feely sock, word chunk, puzzle word, making the symbol, odd one out.

After coding those two supporting issues in reading and being in a line with postmodern issues, some proper activities mentioned before will be coded to be analyzed whether they are more applicable or less applicable.

Table 2.

*Activities created based on indicators and Montessori reading points.*

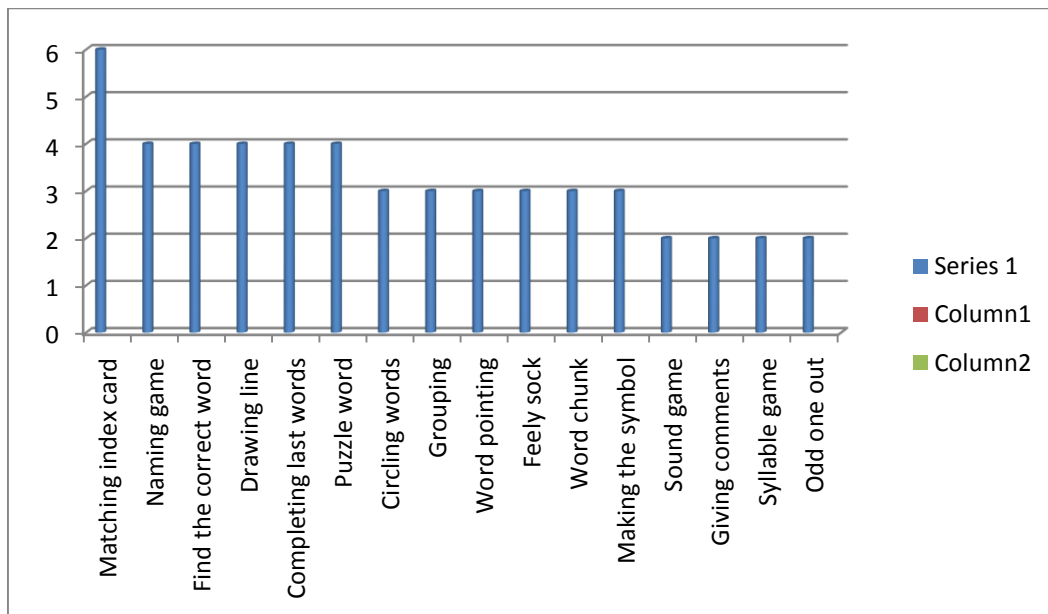
No	Item	1	2	3	4	5	6	7	8
1	Sound game		x			x			
2	Circling words		x		x	x			
3	Naming game		x			x		x	x
4	Find the correct	x		x		x			x

	Word						
5	Drawing line	x	x		x		x
6	Grouping	x			x		x
7	Completing last words	x		x		x	x
8	Giving comments			x			x
9	Matching Index cards	x	x	x	x	x	x
10	Syllable games	x	x				
11	Word pointing				x	x	x
12	Feely sock		x		x		x
13	Word chunk	x	x		x		
14	Puzzle word		x		x	x	x
15	Making the symbol		x		x		x
16	Odd one out	x			x		

Reading indicators in curriculum are marked to determine the significance of reading activities for assessment, and to highlight the simultaneous combination of the indicators for reading assessment

activities. Here is the list of activities that can be done as reading assessment for young learners based on the best to the least function.

Figure 2.  
Description of the most to the least applicable activity as reading assessment



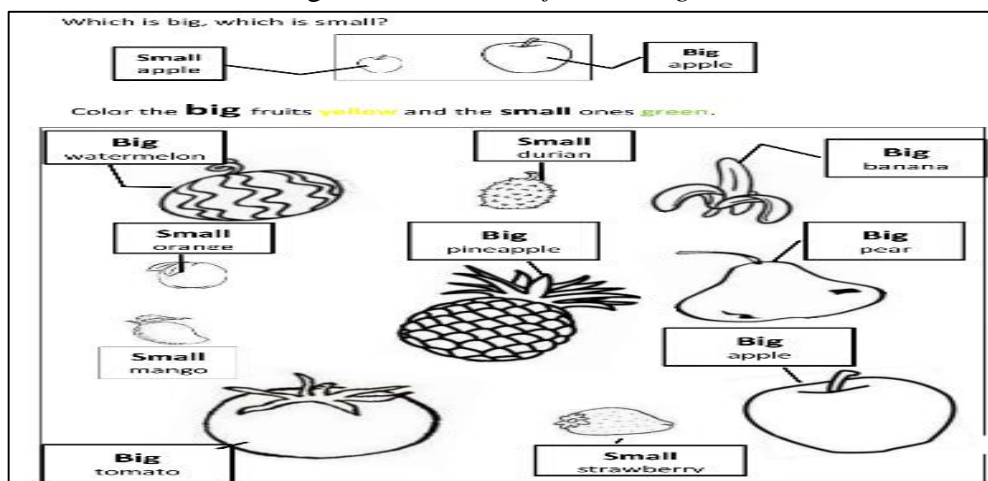


It can be said that matching cards is the best applicable activity for reading assessment when the others follow until the least. When doing assessment, teachers need worksheet; the sixteen activities can be performed in worksheets. One activity worksheet can

be targeted for one, two or even more activities for valid reading assessment for EFL young learner.

Here is the example of worksheet for reading assessment by naming, finding the correct word and making the symbol.

Figure 3. Worksheet for reading assessment



Based on some experiences done by researcher in an EFL kindergarten (RA Riadhus Shalihin) which applies Montessori method for more than five years and inspired sharply and clearly by Herrera & Hojel, Methold, Krausse, Ling & Smith's material, the eight kinds of activities are very helpful in creating great worksheet that can be done to do reading assessment toward young learners.

### CONCLUSION

It can be assumed that what has been done in reading activities suggested by Montessori and what has been lined up in kindergarten curriculum, even it is not for English, can vise the language needs of EFL young learners in reading. Moreover, the success of reading assessment is more likely better when teachers realize that the success of the assessment is in all about the success matter of teaching learning process guided by competent material. However, not only to purpose the capability of teachers in doing reading activities but

also in how teachers improvise what has been put forward as the first goal of success reading process of EFL young learners; which are to ease them with the foreign language and not to make it a self-burden to themselves. When both teachers and schools understand the real substance of EFL young learners need, there will be no difficulties in doing both reading activities and its assessment.

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# **The Effect of Students' Perception on School Environment and Self-discipline towards Their Achievement in Learning English: A Survey at a Private Vocational School in Bogor**

**Eska Perdana Prasetya**  
English Education Study Program  
Ibn Khaldun University of Bogor

## **Abstract**

This study was aimed at identifying the correlation between students' perceptions on school environment and self-discipline towards their achievement in learning English. By employing a questionnaire as the main instrument used to gain its data, the method of this study was survey. SPSS was mainly employed to do data analysis. The result shows that there is a significant correlation between the students' perceptions on school environment and self-discipline towards their achievement in learning English.

*Keyword:* Students' perception, School environment, Self-discipline, Achievement in learning English.

## **INTRODUCTION**

The problem of education and teaching is an arable field concerning the interests of the entire community. Moreover, education and teaching efforts are an investment for the future of the nation. Therefore, it is natural that there are a lot of reviews and comments on education and teaching that bring people to the wider community. This shows how much the attention and interest of the community is to the efforts of education in general and teaching and its institutionalization in particular.

Education is a typical manifestation of human and this is in accordance with human nature. It is also considered as the process of transferring cultural values from one generation to the next. From this view point, educational success must be measured from the extent to which the sustainability of the persistence of cultural values and the success of the process of transfer of values from one generation to the next generation are practiced.

As is known, one of the objectives of the Unitary Republic of Indonesia stated in the Preamble of the 1945 Constitution is

"the intellectual life of the nation ... .." (1945, 1999, p. 10). Article 31 paragraph (2) of the 1945 Constitution states that "The Government organizes the national education system" (1945, 1999, p. 18). According to the Law of the Republic of Indonesia No. 20 year 2003 on National Education System, it states that

"National education serves to develop the ability and character as well as the civilization of dignity in the context of intellectual life of the nation, and aimed at developing students' potentials".

In the perspective of educational psychology, the success of the student's learning is broadly influenced by the students' condition (raw input), learning facilities/ infrastructure, curriculum, resource books, media (instrumental input), and environmental factors; either at school, at home, and or in society (environmental input).

Based on the researcher's experience, he has found that the students' language competent is still low. Even the students' perception of English subjects was generally negative. English is still seen as

a scary subject. Another indication that the subjects in English is still low compared to other subjects appear in the National Final Examination results where the average value of students for subjects in English is still under 6. The fact it became a bad image of the school and the community to learn about the quality of learning / education all this time. It certainly is not optimal results that have not been encouraging all parties; therefore it is necessary to various tricks in order to improve student learning outcomes demonstrated by the existence of academic progress by changing the number of student achievement.

As it is known, that in learning process in schools, results or student achievement, whatever subjects he studied, determined by many factors, first, the factors students as participants learn (raw input) that includes the level of intellectual, interest, motivation, attention, talent (talent), and physical condition (tone). Second, the factors of curriculum, teachers and learning facilities (instrumental input), factor of the curriculum; content, duration, scope, and others, the teacher factor; competence and professional qualifications, factor learning facilities; sources, media, and adequate equipment to help the efficiency and effectiveness of the learning process.

Third, environmental factors are environmental factors (environmental input); the physical condition of classrooms, the school, culture and climate of learning and others.

Based on the above it seems clear about the school environment conditions also determine the quality of processes and student learning outcomes. Likewise with the English learning process which tends to be the necessary skills and training and habituation process (habitually) desperately needs a conducive environment. The most obvious environmental effect in this context is the

social environment. School culture and habits of the school community to communicate with each other to use English on certain days, for example, is quite good in stimulating (stimulating) students to speak or communicate in English. School environment that is not conditioned in English habituation can keep students from English-speaking habits.

Self-discipline as well as the students in performing the habituation to speak English, especially on certain days can spur their English speaking skills. Who is the most disciplined or regularly speak English then it would be more productive to talk, and anyone who speaks English productive the more skilled he is in the English language in general; listening, reading, speaking, and writing. Therefore, the self-discipline of students in language, especially in spoken English. Finally it can be affirmed that the conditions of school environment and discipline students can affect their English learning achievement.

School environment and discipline are two matters relating to external and internal factors of students. Both these factors greatly determine student learning outcomes, especially in learning English. Therefore, the school environment and student self-discipline should always be pursued, grown, and maintained by all educators in the school.

Reality on the ground, namely the SMK Private District of North Bogor, Bogor City, based on the results of exploratory study (entry research) we concluded that the school environment as a cultural center is not yet conducive, in the sense of not creating good learning process, has not materialized effort to create complete human beings, has not been able to create schools as a cultural center for the local community, have not been able to put the school as a laboratory, the school has not created an optimal durability, and other so

on. Likewise, self-discipline school students conducted by them have not shown satisfactory results. For example, there are students who arrive late, sleepiness and concentration during the learning process, learning readiness is still weak, do not do a good job, violations of other schools. That's what pushed researchers to undertake research with a focus on study is looking at the school environment variables, self-discipline, and achievement of learning English

## **THEORETICAL FRAMEWORK**

### **Meaning of Learning**

Learning can be defined as a process for behavioral changes in individuals. This change is due to the interaction between each other or with their environment. Due to the interaction of a person experiencing changes in behavior, both from the knowledge, attitudes, and skills. With these changes a person said to have performed learning.

Learning Itself according to Webster's Dictionary (1983, p.1988):

"Study is to gain knowledge or information of: to ascertain by inquiry, to study, or investigation, to receive instructor concerning, to fix in mind ore; to learn a lesson; to learn dancing; to learn violin; to learn the truth or about something."

All activities weeks to obtain information or knowledge either through the process of receiving pay attention to research and other activities by individuals in order to make it as a means of change away from that does not yet know into something that is well known. Learning is an individual process be undertaken to produce an overall change in behavior as a result of the individual's own experience in interacting with the environment. The learning process is a component of learning which holds an important

regulation because through this process that changes the behavior of the students in accordance with the objectives set. The learning process is a sign of change in the students.

As proposed by Spears (1970, p. 29): "Learning is to Observe, to read, to imitate, to try something Themselves, to listen, to follow directions". In this case study is an activity observed reading imitate, do something, hear and follow the instructions. It became clear that to achieve the desired learning activities that require focused and attentive to what is happening around by learners in order to further try to do it according to the results of observation of themselves based on the ability of each learner. Learning is a human activity to find out what is not yet known, and also to learn, people will get a new experience of already experienced. Then the results of the human study hopes to gain something useful for human purposes to help itself.

Skinner represents the behavioralis quoted Romiszowski (1996, p. 166) defines learning as a change in behavior that can be observed are not due to maturity or physical growth. Changes in behavior is done by applying the principle of reinforcement.

Good and Brophy (1990) states that the definition of learning must be distinguished from the other terms relating, for example, thinking, behavior, development or change. Subsequently declared by Good and Brophy with the opinion of Wittrock, that learning is a term used to describe a process of change through experience. In the process, changes occur relatively permanent basis, include: understanding, behavior, knowledge, information, skills and abilities.

Skills are through experience. Moving on, from the definition, according to Good and Borphy (1990, p. 124) "learning is an

internal process in the cognitive aspects that cannot be equated with the observed performance".

Winkel (1993, p.36) states learning as an activity of mental / psychic, which takes place in an active interaction with the environment, which resulted in changes in knowledge, understanding, skills and value-attitude. The changes are relatively fixed and trace. Almost equal to the opinion of Winkel, Gredler (1991) states that learning is a process of people acquire skills, skills and attitudes. Meanwhile Willis Dahar (1989, p.5) defines a "learn as young behavioral changes caused by the experience". Based on some of the above opinion can be concluded that learning is a process of change (a set of treatment) in a person caused by experiences and exercises.

At least there are five kinds of behavioral changes and experiences are considered as the basic causal factors in learning. First, at the level of the most primitive emotional, behavioral changes caused by the unconditioned stimulus and the unconditioned stimulus. Second, learning continuity, that is how the two events are paired with each other at a time. Third, learn to pass that the consequences of one's behavior will determine whether that behavior will be repeated or not and how much repetition. Fourth, the learning experience as a result of human observation and events. Fifth, cognitive learning, occurs when we see and understand the events around us, and with insight, learn to dive into understanding.

### **Achievement**

Poerwadarminata (1976, p. 768) suggests "achievements are the results that have been achieved or that have been implemented." The Marquis (1955) argues: Achievement as a real ability and precise measurement produced by a test. Learning achievement is the result of business achieved by a person after following a process of learning.

Each individual according to his instincts have wish or need for achievement, learning achievement both at school and in the community. Wants or needs this sort is actually in order to improve self-esteem as an individual achievement in school is an important issue discussed, because achievement demonstrates the success of learners are looking of studies in terms of cognition, while in terms of psychomotor attitudes can be linked behind the achievements obtained. As provisional estimates that learners whose achievements both mean the purpose of teaching and education is also achieved.

According Masidjo (1995, p. 7) that "learning achievement is the knowledge gained in these subjects at school are usually measured educators with specific tests." Educators at measuring learning achievement in terms of cognition no other psychological aspects as mentioned above. Actually, learning achievement is an actual or potential activity which resulted in a change in a person in the form of achievement (grades), attitudes and ability.

While Harrock (1964, p. 42) argues that:

Achievement is acquired in the terms used to indicate to the status or level of the person learning and his ability to apply, has learned in this sense, the achievement is acquired ability to perform and has reference to the capacity for behavior in the future as well as in the present. Although the permanence of achievement of achievement is influenced by various condition intervening between leaving.

Achievement of the target is required to determine the level of achievement of students in learning and the ability to use what has been learned that can be seen in the level of ability, though influenced by several things during the study.

Meanwhile, according to flow-oriented developmental psychology, all the skills,

knowledge, skills, habits of attitude and human behavior can be formed due to the learning process. The activities undertaken will lead to success or failure. Success or failure is referred to as an achievement. Psychologically for those who succeed will arise a sense of satisfaction (motivated) to conduct further with the discovery of a new strategy, so that they would be more pleasure or support the activities of the next. And conversely, those who fail are likely to arise in him a sense of disappointment, frustration, so sometimes will cause boredom on these subjects, indifferent, hate and so forth.

### **The School Environment**

#### **a. Understanding the School Environment**

According Supardi (2003, p. 2) that "the environment is the sum of all animate and inanimate things and all the conditions that exist in the space that we place". According to Joseph (2001: 54) school is a formal educational institution that systematically acted upon program guidance, instruction, and training in order to help students to be able to develop its potential, both concerning the moral aspects, spiritual, intellectual, emotional, and social.

So, the school environment is the sum of all animate and inanimate things and all the conditions that exist within the formal educational institutions that systematically carry out educational programs and helps students develop their potential.

#### **b. The elements of the school environment**

As is the case with the family and other social institutions, the school is one of the social institutions that affect the functioning process of socialization and community culture bequeathed to the child. The school is a social system that has a unique organization and patterns of

social relationships among its members that are unique as well. This we call the culture of the school. According to Ahmadi (1991, p. 187) states that the school culture has some important elements, namely:

- 1) The location of the school environment and physical infrastructure (schools, meubelier, other equipment).
- 2) The school curriculum which includes ideas and facts into the overall educational program.
- 3) Persons who are citizens of school consisting of students, teachers, non-teaching specialists and administrative personnel.
- 4) The values norms, regulatory systems, and climate school life.

Meanwhile, according to Slameto (2003, p. 64), "school factors that affect learning include teaching methods, curriculum, relationships of teachers and students, the relationship of students with students, school discipline, learning and school time, standard lessons, state building, methods of learning and homework.

#### **1) Teaching Methods**

Teaching methods that affect learning. Teaching methods that are less good teachers will affect the learning of students who are not good anyway. Poor teaching methods that can occur for example because of lack of teacher preparation and the lack of control of materials presenting a lesson so that the teacher is not clear or attitudes of teachers towards students or towards subjects itself is not good, so that students are less happy about the lesson or teacher. As a result, students are lazy to learn.

#### **2) Curriculum**

Is defined as a number of activities provided to students. The activity was mostly present teaching materials so that

students receive, retain and develop the lesson materials. Clearly the lesson material that affect student learning. Similarly, regarding the timing of school and teaching standards that should be clearly defined and precise.

### 3) Relationship with Student Teachers

In relation to the student a good teacher, the student will be like teacher, would also like subjects given so that students are trying to learn as well as possible. It also happens on the contrary, if the students hate the teacher. So, he disinclined to study subjects given, consequently the lesson does not go forward.

### 4) Relationships Students with Students

Students who have the properties or behavior of other less pleasant friends, have low self-esteem or are experiencing mental pressures, will be exiled from the group. As a result, the problem is getting worse and will interfere with learning. Moreover he became lazy to go to school for reasons that no-no because at school suffered less favorable treatment from his friends. If this happens, immediately students are given guidance and counseling services in order that he be accepted back into the group.

### 5) School Discipline

School discipline is closely connected with the craft of students in the school and also in learning. School discipline includes the discipline of teachers in teaching with the implementing rules, discipline an employee / employees in administrative work and hygiene / regularity class, school buildings, pages and others, discipline Principal in managing the entire staff along with their students, and discipline team of BP in services to students.

### 6) School facilities

Learning tool closely related to student learning, because learning tool used by

teachers in teaching time is also used by students to receive the material taught it. Complete learning tool will facilitate the receipt and proper teaching materials provided to students. If the student is receiving lessons and master it, then learning will be more active and more advanced.

While the indicators in the school environment as suggested by Slameto (2003, p. 64) are included: "1) The relation of teachers and students, 2) The relation of students with students, 3) Discipline school, 4) school facilities".

In connection with some of the statements above, the school is understood as a formal educational institution. According to Hasan (1995, p. 138) Schools are places of education, where teachers teach and students learn, and there was a learning process, and creates a learning community which aims to build complete Indonesian man.

The existence of schools should serve as a cultural center where the school is located, meaning that the presence of the school is expected to provide real benefits to the surrounding environment. School as a cultural center is the school that is the center of values agreed upon as commendable, desired, useful and necessary at stake for the life of citizens, society and the state / nation, and therefore need to be considered to be accustomed to the students for as early as possible to explore, get to know, understand, realize, mastering, live, and learn to put it into practice through teaching and learning in schools.

### **Self-Discipline**

"Self" or "self" according to William (1990, p. 90-91) and philosophers and neurologists is defined as a consciousness. Self is the center or core of consciousness. Meanwhile the Humanistic psychologists define themselves as a kind of human attitudes that show the uniqueness, the



ideal conditions and natural identity. Social psychologists tend to tell ourselves as a perception. Another view says that the self is a very strong perception and is not part of an experience but it is the sum of a person's overall experience. Every life experience is a part of the whole or part of the individual. Self is also a summation of the system of human beings in organizing and looking at life. For example, the combination of the values of self-confidence, outlook, life and perception will produce themselves.

Based on some opinions on the above it can be concluded that the self is understood as an awareness of how to think, act, and behave a person as a whole person in the face of an object.

Meanwhile, Hurlock (1995, p. 130) defines discipline as a way in which the group of moral behavior in educating children on what is allowed and what is not allowed by the community group. The purpose of discipline is to provide knowledge about that behavior is allowed and what is not allowed and motivating expected to behave according to prevailing standards in the community. Furthermore, according to Hurlock (1995, pp. 132-133), there are three important elements of disciplines, namely:

(1) the rules and laws that provide direction for the behavior (2) penalty applied to the offender and the rule of law and, (3) award for appropriate behavior to social norms.

Discipline impact on behavior, attitude and personality, discipline impacts on behavior can be explained by the description of the behavior of parents in educating children. Parents who are too tolerant (permissive) causes children to be selfish, lack of respect for the rights of others as well as aggressive and helpfulness. Meanwhile, parents who educate children democratically cause

children to know something wrong and may consider the rights of others.

Furthermore, from the opinion of Elizabeth (1995, pp. 132-133) that "the impact on the attitudes of discipline with regard to the attitude of parents in educating" children ". Parents are to be authoritarian or too permissive, causing the child tends to be authoritarian. The impact of discipline on the personality can be seen with the punishment given to the "breach of discipline. Discipline was enforced by physical punishment causes lack of doing things and command. On the other hand, democratically enforced discipline will drive capability.

Nitisebito (1999, p. 199) defines "discipline as behavior and act in accordance with the regulations of the company whether written or not". discipline in a school can be enforced when most of its rules adhered to by most employees.

Patterson (2001, p. 28) states that "discipline cannot be achieved through coercion, orders or pressure, Discipline is an act that naturally associated with the things that they absorb". Further stated that the discipline is achieved through a balanced application of various types of reinforcement, especially for positive reinforcement.

From the opinions of the above can be concluded that the disciplinary concerning the readiness of people to think, act, and behave regularly in carrying out a number of rules that should be adhered to.

### **Research Questions**

1. Is there any influence over the students' perception of the school environment and discipline themselves together against the achievement of learning English in class XI (Survey on Private vocational school in Bogor)?

2. Is there any influence over the students' perception of the school environment to the learning achievement of English in class XI (Survey on Private vocational school in Bogor)?

3. Is there any influence on the achievement of self-discipline to learn English in class XI (Survey on Private vocational school in Bogor)?

## **RESEARCH METHODOLOGY**

### **Place and Time of the Research**

This study was conducted in SMK Bina profession which is located at Highway Ceremai Edge, SMK Kamandaka which is located at Raya Bangbarung, and SMK PGRI 3 with Jl. Raya Education. While a study conducted in February up to April 2014.

### **Methods**

The method used in this study is a survey method. The use of survey methods was conducted to collect data on environmental variables student perceptions of school (X1) and variable self-discipline (X2) while the variable data to learn English student achievement is obtained based on a documentary study. The data analysis approach pursued by means of correlational analysis.

### **Population**

The population in this study were all students of SMK Bina Profession, Kamandaka SMK, SMK PGRI 3 District of North Bogor academic year 2013/2014 as many as 485. The population is affordable is a class XI student of SMK Bina Profession, Kamandaka SMK, SMK PGRI 3 District of North Bogor Academic Year Odd Semester 2013/2014 as many as 160 people.

### **Sample**

The sample was a class XI student of SMK Bina Profession, Kamandaka SMK, SMK PGRI 3 North Bogor District of

Odd Semester. While 25% of the samples determined that as many as 40 people. The sampling technique used was simple random technique (simple random sampling), the sampling procedure in which all individuals who fall into the category of the population has a chance (probability) which is equal to the selected sample. Prior to the simple random, adopted 'cluster sampling' in which the chosen are not individuals but the first selected cluster or group of individuals that are naturally present in a group / class / place namely in SMK Bina Profession, SMK Kamandaka, SMK PGRI 3 District of Bogor North.

### **Data Collection Techniques**

The research data obtained by the following steps:

#### ***Document Analysis***

Data class XI is a documentary data in SMK Bina Profession, Kamandaka SMK PGRI 3 North Bogor District of the number of names of students required for purposes of this study.

#### ***Distribution of the questionnaire***

After analyzing the data from the test instrument school environment (X1), self-discipline (X2), and learning achievement (Y) then the author of distributing the instruments with the aim to remove the data from the two variables.

#### ***Variable of the Research***

The variables were divided into two independent variables and the dependent variable. Perceptions of students on the school environment (x1), self-discipline is the independent variable (x2) and the achievement of learning English is the dependent variable (y)

#### ***Validity***

Instrument development process students' perception on the school environment starts with the preparation of shaped instrument Likert Scale of 20 items

referring to indicators of variable interest in reading.

The purpose of the test is to get a measurement tool valid and reliable so that every grain instrument or statement filed to be selected by the respondents actually be measured, and can reveal accurate data objective, valid (valid), and consistent (reliable) of the material to be measured. Thus the research data obtained describe the characteristics of the data are real, objective, representative of the overall attitude instrument to be eligible to serve as a means of collecting the necessary data in this study.

Sample testing instrument amounted to 20 students at Vocational High School in Bogor. The calibration process is done by analyzing data from the test instrument to test the validity of the instrument, in this case the validity of, the internal validity by using correlation coefficient between scores grains with a total score of the instrument.

## **FINDINGS AND DISCUSSIONS**

This study was to determine the effect on students' perceptions of the school environment and discipline themselves to achievement learn English.

1. Influence Perception of students on the school environment and self-discipline together towards achievement of learning English at a private vocational school students in the city of Bogor.

From the results of research conducted proved that there are significant perception of students on the school environment to the achievement of a private vocational school to learn English in the city of Bogor. The relationship between the variables perception of students on the school environment to the achievement of learning English, is reflected in the value of the correlation coefficient (r) resulting from the

calculation of the correlation between the independent variables Perception of students on the school environment (X1) on the dependent variable learning achievement in English (Y) that is equal to 0.901.

The coefficient of determination, or R Square of 0.901 is the squaring of the correlation coefficient. It shows 90.1% variable ability write descriptive text (Y) is determined by variable factors on students' perceptions of the school environment (X1) and self-discipline (X2) while the remaining 1% is determined other factors.

Based on the calculation of SPSS 16.0 for Windows,  $t_{counted}$  variable perception of students on the school environment obtained amounted to 6,579 with 37 at  $\square$  df (0.05) obtained t-table 1.69. Thus  $t_{counted} (6,579) > t$  table (1.69), making it clear that H0 rejected and H1 accepted.

This shows that the regression coefficient on the variable student perceptions of school environment significantly to the achievement variable learn English.

With the help of data processing based on the calculation SPSS 17.0 was obtained  $F_{counted}$  79.579. While the price of the critical value of F table with 3 degrees of freedom numerator and denominator 37. at  $\square$  (0.05) of 3.25.

Thus  $F_{counted} (79.579) > F$  table (3.25), making it clear that Ho refused and H1 accepted. This shows that the regression model variables Perception of students on the school environment and self-discipline significantly to the achievement variable learn English.

According to the synthesis of existing theories, interest is an inner urge to respond an object in learning while reading is a process of communication between the reader and the author of the written language so it can be stated that

the perception of the students on the school environment is a concern that the strong and deep accompanied by feelings happy the activities especially reading. High interest will affect the other language skills, especially reading (Rosidi, 1992, p. 37). Supported also by Hendry Guntur Tarin (1993, p. 2) states that the high reading mina students will acquire a number of concepts, knowledge, which will support the students' writing skills as language skills.

While mastery is a process or method, master deed or understanding to use knowledge, understanding. Then vocabulary can be defined as the words expressed by someone so communication is going well and effectively so it can be stated that self-discipline is the ability to understand the words revealed by someone in communicating properly and effectively.

From the theoretical description can be assumed that the high school students' perceptions on student and good self-discipline, the higher achievement of learning English.

Information of quantitative and theory of the investigators concluded that the perception of students on the school environment and the vocabulary effect together towards the achievement of learning English.

## 2. Influence Perceptions of students on the school environment on English Learning Achievement in Private Vocational students in Bogor

From calculations SPSS 17.0 for Windows,  $t_{counted}$  variable perception of students on the school environment obtained amounted to 6.576 with 38 df at  $\alpha$  (0.05) obtained t-table 1.69. Thus  $t_{counted}$  6.576 > 1.69 t-table, making it clear that  $H_0$  refused and  $H_1$  accepted.

This shows that there is significant influence of environmental variables on school students' perception towards achievement variable learn English at private vocational students in the city of Bogor.

According to the synthesis of existing theories, interest is an inner urge to respond an object in learning while reading is a process of communication between the reader and the author of the written language so it can be stated that the perception of the students on the school environment is a concern that the strong and deep accompanied by feelings happy the activities especially reading. High interest will affect the other language skills, especially reading (Rosidi, 1992, p. 37). Supported also by Hendry Guntur Tarin (1993) states that the high reading mina students will acquire a number of concepts, knowledge, which will support the students' writing skills as language skills.

Information quantitative and theory of the investigator concludes that the perception of students on the school environment has a positive and significant effect on the achievement of learning English.

## 3. Effect of self-discipline on the learning achievement of English at private vocational school students in the city of Bogor

Based on the calculation of SPSS 17.0 for Windows,  $t_{counted}$  Self-discipline variables obtained amounted to 18.013 df 38 at  $\alpha$  (0.05) t-table 1.69. Thus  $t_{counted}$  (18.013) > t table (1.69), making it clear that  $H_0$  rejected and  $H_1$  accepted.

This shows that there is significant influence from variable to variable achievement of self-discipline to learn English at private vocational students in the city of Bogor.

According to the synthesis of existing theories, Mastery is a process or method, master deed or understanding to use knowledge, understanding. Then vocabulary can be defined as the words expressed by someone so communication is going well and effectively so it can be stated that self-discipline is the ability to understand the words revealed by someone in communicating properly and effectively.

Information of quantitative and theory of the investigator conclude that self-discipline has a positive and significant impact on the achievement of learning English.

## CONCLUSION

Based on the results of data analysis and discussion that has been described in previous chapters, it can be concluded as follows:

1. There is a significant influence interest in reading, and vocabulary mastery together on the ability to write descriptive text. This is evident from the results of the regression analysis to obtain Sig = 0.000 less than 0.05 or greater than 79.579  $F_{counted}$   $F$  table at significance level of 5% by df (2; 37) = 3.25. Perception of the school environment variables (X1) and variable self-discipline (x2) to contribute to the achievement of learning English R square 90.1% with a value of 901 and the remaining 19.8% influenced by other factors.
2. There is a significant influence perception of the school environment on the learning achievement of English. This is evidenced by the Sig. = 0.000 and  $t = 6.576$ , while table = 1.69. Because sig. > 0.05 and  $t$  count <,  $t$ -table then  $H_0$  is rejected, meaning that there is a significant effect of the variable interest in reading (X1), on English Learning Achievement (Y).

3. There is a significant difference between the self-discipline to achievement learn English. This is evidenced by the Sig. = 0.000 and  $t = -1.373$ , while table = 1.69. Because sig. > 0.05 and  $t$  count <  $t$  table then  $H_0$  is accepted, meaning that there is no significant effect of self-discipline variables (X2), the learning achievement of English (Y).

## IMPLICATION

Based on a theoretical basis as well as on the above results, the authors suggest the following:

1. Given the significant relationship between students' perception on the school environment and discipline themselves to achievement learn English Private vocational students in Bogor, it can give an idea that influenced students' English achievement of students' perception on the school environment. So every school should provide a good environment and good schools so that students become comfortable for learning.
2. Given the significant influence over the students' perception of the school environment to the learning achievement of English Private vocational students in Bogor teachers need to float the various techniques of learning and motivation that can arouse students' interest in English.
3. Given the significant influence of the self-discipline to achievement learn English Private vocational students in Bogor, it is necessary to further research by looking for other variables to determine what variables that can help students improve learning achievement.

## SUGGESTION

Based on the discussion of research and conclusions above, it may put forward some suggestions as follows:

## 1. Practical Advice

a. Teachers should be able to interact with students so that students' learning process can run well, teachers also need to intensify teaching in schools with teaching methods that draw or make use of information technology such as the internet and newspapers and can create a pleasant atmosphere in learning activities, so that English skills can be developed.

b. Parents should still intervene in the education of her son by optimizing cooperation with schools and provide ideas and inputs so that the learning process can run optimally and spur student achievement is getting better.

c. Students should take the time to learn optimally both in school and outside of school. They should also do a good interaction with the teacher and with other students to facilitate the learning process and obtain a satisfactory attainment and achievement in academics.

## 2. Feedback Academic

For researchers who want to do similar studies with research that has been done, in order to see aspects of the ability to write descriptive text from the perspective of other variables.

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