

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes one of international language which is used by almost every person in the world. By mastering English, people will be able to allow the developments of information. Therefore, ones can possibly absorb information covering various branches of science. Mastering English as a foreign language is able to be started in English learning activities through learning its skills properly.

Teaching and learning process involves people; they are students and teachers. According to Sardiman (2010:14), teaching and learning process is an interaction process between two human beings element, namely the students as those who learn and teachers as those who teach. Since students learn more from their teachers, teachers can influence students, especially students' learning. Purwanto (1998:106) states that one of the factors influencing students' learning achievement is a teacher. Those definitions mean that the teacher becomes the most important element which should be required in the learning activities. He or she will influence the students to have some developments such attitude, motivation, communication, materials of learning, etc.

The influences of teacher spread into many aspects, not only students' attitude but also students' motivation in learning. Actually students love to study with their favourite teacher. When they like the teacher, they will love the subject also and feel interested in learning. Frank (1943) in Nasution (1999) did a research to 10.000 Senior High School students about the characteristics of their favourite teacher and why they like the teacher. Most students love teachers who are friendly, familiar, cheerful, and helpful. They also like teachers who have high sense of joke and humour. These characters are appropriate with the character of democratic teacher.

In the process of learning language, there are many variables that determine the success of a language learner. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles and student learning facilities (Sharp, 2004). In a class made up of various learning styles, it is always necessary for the teachers, particularly the language teachers to identify, respect and work on the diversity of the learners' differences.

Schools are formal institutions which plays a very important role in improving the quality of Human Resources (HR). The school also can be called as a place for Teaching and Learning Activities (*Kegiatan Belajar Mengajar*). The learning process and the results can only be observed from changes in behavior that are different from the previous one in terms of knowledge, affective and psychomotor. Broadly speaking, the learning process is influenced by two factors, namely internal factors and external factors. The learning process will certainly not be separated from learning facilities. Learning facilities are very important in the learning process to facilitate teaching activities.

Adequate learning facilities will support students in achieving learning achievement. The uses of facilities optimally in accordance with the needs that will provide many opportunities for students to be excel. In addition to providing learning facilities, it is also necessary to create a learning environment. Student's achievement is influenced by the student environment between at school, at home, and outside of home. Environment provides stimulus to individuals and vice versa individuals are responsive to the environment. In the process of interaction, one's character can occur from the changes of individuals in the form of changes of behavior, even vice versa, individuals cause changes in environment, both positive and negative. This shows that the environment also gives impact to students in the learning process.

Syah (2007: 154), said that "learning tools are influential factors in

determining the level of student learning success". Learning facilities are one of the factors that influence the learning process. So, the learning process will be more productive and produce optimal learning achievement if students, teachers, and subject matter are supported by adequate facilities and good utilization.

In addition, learning motivation can affect student learning outcomes in English. The students need special power that come from their inner selves to help them to get success in learning English called motivation. Motivation is concerned with personal energy directed towards the achievement of particular goals (Cole, 1994:368). It is a crucial factor that direct student into an action or behavior to make them keep their persistence in doing the behavior until the goal is achieved. Motivation also drive the students have not feeling unenthusiastic and hopeless in learning English. They will be encouraged to keep learning even they face difficulties and get failure. Learning depends upon motivation and has a significant role in language learning activities.

Moreover, Nunan (1991:174) states that motivation is vital to the success of learning a foreign language. Motivation can affect both new learning and the performance of previous learned skills, strategies, and behaviors, which has important for schooling (Harmer, 2001:3). They will do their best to learn and practice in language learning. Students with high motivation seem to use all of his efforts to learn and do the activity which directs him to the goal of the learning. Students with low motivation usually reluctantly engage in learning activities. Therefore students' motivation will influence the students' outcomes in language learning.

Besides motivation, another element that influences the students' successes in learning English is learning strategy. Learning strategies as stated by Oxford (1990:1) are steps taken by students to enhance their own learning. Learning strategies are among the main factors that help to determine how, and how well, learners learn a foreign language. By using learning strategy, the students can solve their problem in language learning.

For instance, when students have a serious problem remembering the large amounts of vocabulary, memory strategy can help them to overcome this difficulty.

O'Malley and Chamot (1990:1) define learning strategy as the special thoughts or behaviors that individuals use to help them, comprehend, learn, or retain new information. So, in this case, learning strategy is basically composed of not only real activated behaviors' mind. Learning strategy also concerns individually. This means a student will employ certain strategy that is relatively different from those of the others.

Oxford (1990:8) also stated that benefits of learning strategy are firstly making learning easier, secondly making learning faster, thirdly making learning more enjoyable, fourthly making learning more self-directed, fifthly making learning more effective, and the last making learning more transferable to new situation. Using strategy in learning English is helpful, and it will make time in learning English more effective and efficient. Students can optimize and enjoy their learning by using learning strategy. Furthermore, they can improve their quality of learning. Students can respond their learning needs and acquire knowledge better than those who do not know or use learning strategy.

Learning facilities, learning motivation, and learning strategies will influence the ability of students on students' English writing skills. There are several reasons that make writing skills important. First, writing is a productive skill that helps people to express their thoughts and ideas to others. Second, writing is the top level of a language that is highly needed in many areas especially business and education. For instance, one cannot write letters for job applications or does career planning without making use of their writing skills. Third, a lot of modern communication tools, such as e-mail and website, need writing skills. And fourth, do not forget that there are many good jobs out there which require one to have good writing skills.

Research about learning motivation, learning strategy and learning facilities had been done by many researchers. Such a research that had been

conducted by Na'imatush Sholihah (2017), the results showed that: (1) learning facilities were more complete owned by students, the higher student learning outcomes, with r -count = 0.549 and $p = 0.000$ means significant, (2) the higher students' motivation to learn the better student learning outcomes, with r arithmetic = 0.598 and $p = 0.000$, means it is significant, (3) Learning facilities at home and student learning motivation simultaneously has a contribution to the results of student learning by 50.1%. While 49.4% of learning outcomes are contributed by other aspects are not examined. Thus learning facilities and student learning motivation has a high contribution in influencing results of student learning.

This research was conducted at the Vocational High School (SMK) Batik 02 Surakarta. The Vocational High School (SMK) has a field of expertise, namely Computer Network Engineering. According to the National Education System Law No. 20 of 2003 article 15, vocational education is secondary education that prepares students primarily to work in certain fields. The students of SMK Batik 02 Surakarta had different backgrounds in terms of economics and family income or parents' income. This condition determined the learning facilities at home owned by students, so that they were also diverse and different. These conditions also made the students' learning motivations quite diverse with the students of other schools. Especially at this time the learning model implemented by the school was based on the internet. On the other hand, it made not all students able to participate actively in the system of teaching learning run by the school. That was why the English teachers were required to be able to use learning strategies appropriately. Those problems made a great effect on the students' learning outcomes in teaching learning English.

Based on the observation results on SMK Batik 02 Surakarta they showed that there were some students who had full facilities to follow the online teaching learning activities and other students who did not have complete facilities for participating online teaching learning activities. Thus, it could be understood that high-income of their parents was to support their

learning process at home. Conversely, the students who came from families' lower income would get limited facilities for their online learning activities at home. The existence of full facilities for learning is indeed very helpful in improving student learning outcomes, but it does not automatically improve the quality of education in this case student learning outcomes at school.

The provision of internet access has been provided by the SMK Batik 02 Surakarta to support the student teaching learning activities. The existence of the internet with a large enough capacity is a school facility to support learning according to the majors in SMK Batik 02 Surakarta. Other learning facilities provided by the school include a computer assembly practice room and also a special class for students who want to increase the class hours for making internet technology based application programs. One of the supporting facilities to facilitate the students in learning English, the school also provides an English language laboratory which is used for practicing and developing their English.

In general, SMK Batik 02 Surakarta has good facilities in supporting the teaching learning process. It provides internet-based learning which has been owned by the school. So, the students can use their own facilities such as Android-based mobile phones. Students' motivation is also quite diverse in terms of the value of each student in learning English then it also has quite diverse in their results of learning. Seeing this condition, teachers are required to carry out the learning process by paying attention on the students' abilities. A good English learning strategy is expected to increase learning motivation and ultimately improve the students' learning outcomes.

Meanwhile, there are students in SMK Batik 02 Surakarta who are compatible in writing skill. It was proved based on the results from their writing projects from their English teachers. The students' writing results mostly were satisfying. They also showed good understanding in the use of grammar and the choosing of dictions. Those were caused of the teachers' ways in giving and using some treatments to make the students easy in understanding the grammar, and making good writing.

There are several reasons that make writing skills important. First, writing is a productive skill that helps people to express their thoughts and ideas to others. Second, writing is the top level of language that is highly needed in many areas especially business and education. For instance, one cannot write letters for job applications or does career planning without making use of their writing skills. Third, a lot of modern communication tools, such as e-mail and website, need writing skills. And fourth, do not forget that there are many good jobs out there which require one to have good writing skills.

To solve the students' writing problems, particularly in generating ideas, the researcher used contribution learning in teaching writing. By applying this kind of method, she hoped that the students would find generation ideas much easier to do as they could get ideas from their friends and share theirs with them in order to improve those ideas.

Based on the reason above, this study is appropriate to be carried out in order to find whether students' learning facilities, learning motivation, and learning strategy toward English writing skill affect to the students' achievement or not on English. Thus, this research is entitled "The Contribution of Students' Learning Facilities, Learning Motivation, and Learning Strategy toward English Writing Skill of the First Grade Students of SMK Batik 02 Surakarta Academic Year 2020/2021".

B. Problems Identification

Based on the background of the problems described above, it can be determined the identification of problems as follows:

1. Student's motivation is the main factor in determining a student's achievement in writing skill.
2. The teachers are important elements in teaching learning process to influence student's writing activity in classroom.
3. English lesson is one of the difficult subjects, especially in writing.
4. An appropriate strategy in teaching activity can make the learning

activities easier and be enjoyed by students to participate and able to improve the student's skill in writing.

5. Contribution of the completeness of students learning facilities both at home and at school can support the learning process and the students' English writing skills.
6. Students' access to learning facilities either individually or with support from schools is a separate problem related to students' English writing skills.
7. The teacher's ability to teach English will affect students' writing skills.

C. Problems Limitation

There are so many problems that may arise, and it is quite impossible for the researcher to handle all of the problems. So, in this research, the researcher would like to limit the problems as follows:

1. Facilities of learning which include student learning spaces along with all aspects of adequate learning atmosphere requirements.

The atmosphere of the class must support students in carrying out learning in order to improve students' concentration. The class must be joyful and comfortable, and not make students bored. Therefore it is necessary to have class equipment such as a window, a fan, drawing or writing media that can come up with brilliant ideas, and a room cleanliness equipment is also needed so that the class condition is clean.

2. Students' motivation in this study refers to the students' activeness in participating English learning process to reach the students' English writing achievement in the class.

The reason why the researcher chose students' motivation is because students' motivation is able to influence to the students' interest and participation in the activity of learning writing in the class and make the students more active.

3. The level of students' English writing skills is influenced by the teacher's ability to carry out learning strategies in the classroom.

D. Problems Formulation

Based on the limitation of the problems described above, the problems of the research can be formulated as follows:

1. Are there any positive and significant contributions of students' learning facilities towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?
2. Are there any positive and significant contributions of students' learning motivation towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?
3. Are there any positive and significant contributions of students' learning strategy towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?
4. Are there any positive and significant contributions of students' learning facilities, learning motivation, students' learning strategy toward students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?

E. Research Objectives

From the research problems above, the research objectives are as follows:

1. To know whether there are any positive and significant contributions of students' learning facilities towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021.
2. To know whether there are any positive and significant contributions of students' learning motivation towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021.
3. To know whether there are any positive and significant contributions of students' learning strategy towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021.

2020/2021.

4. To know whether there are any positive and significant contributions of students' learning facilities, learning motivation, students' learning strategy toward students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021.

F. Research Benefits

The results of this study are expected to have the following benefits as follows:

1. Theoretical Benefits

The results of this study may strengthen on the study about the contributions of students' learning facilities, learning motivation and learning strategy toward their writing achievement.

2. Practical Benefits

a. To the English Teachers

The results of the study can provide the English teachers' knowledge about the contribution of learning facilities, learning motivation, and learning strategy on the students' writing skill.

b. To the Principal

The result here can be useful to give brief knowledge about the relation and development of student's side of learning.

c. To the Future Research

The researcher hopes that this study can be able to increase knowledge and become a reference in the same variable of future research.