

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous research

Considering the topic discussed in this thesis, there are some research that related to the topic. They are :

1. Erlina Nurmalia (06130047). *Pengaruh Fasilitas dan Lingkungan Belajar Terhadap Prestasi Belajar Siswa Kelas XI IPS MAN Malang 1*. The result of the research showed that there is no influence between learning environment and the student achievement.<sup>1</sup>this conclusion based on the finding showed by  $t_{hitung} = -2,312 < t_{tabel} = 1,991$  there is no correlation between environment and learning achievement  $t_{hitung} = -3,336 < t_{tabel} 1,991$ . The difference between her research and this research is on the object of the study. She studied about the influence of facility and learning environment to the student achievement, and the object of the research are students of senior high school, while this research just studied about the influence of learning environment to the student achievement of main and optional subject the object of the study are students of university.

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<sup>1</sup>Erlina Nurmalia. Thesis. *Pengaruh Fasilitas dan Lingkungan Belajar Terhadap Prestasi Belajar Siswa Kelas XI IPS MAN Malang*. Malang: Universitas Islam Negeri Malang.

2. Muhammad Faorani (03110170). *Pengaruh Lingkungan Sekolah dan Motivasi Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Siswa Kelas IX IPS Semester II di MAN Wlingi Blitar*. The result of the research showed that there is influence between learning environment and the student achievement.<sup>2</sup>this conclusion based on the finding showed by  $t_{hitung} = 15,6067t > t_{tabel} = 1,9808$ . The difference between his research and this research is on the object of the study. He studied about the influence of school environment and motivation to the student achievement, and the object of the research are students of senior high school, while this research just studied about the influence of learning environment to the student achievement basic and optional subject the object of the study are students of university.
3. Tri Minarni (3301401090). *Pengaruh Disiplin dan Lingkungan Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Siswa Kelas VIII Semester 1 SMP Negeri 11 Semarang*. The result of the research showed that there is positive influence between discipline and learning environment to the students learning achievement. This conclusion based on the finding showed by  $f_{hitung} = 39,095$ . The difference between her research and this research is on the object of the study. she

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<sup>2</sup>Erlina Nurmalia. Thesis. *Pengaruh Fasilitas dan Lingkungan Belajar Terhadap Prestasi Belajar Siswa Kelas XI IPS MAN Malang*. Malang: Universitas Islam Negeri Malang.

studied about the influence of discipline and learning environment to the students learning achievement, and the object of the research are students of junior high school, while this research just studied about the influence of learning environment to the student achievement of main and optional subject the object of the study are students of university.

## **B. Theoretical Review**

### **1. Learning**

#### **a. Definition of learning**

In educational process, learning is the main basic activities. It means that the success of education's goals depend on how the process of learning. Learning is viewed differently by those who have spent time investigating and experimenting in the field.

Learning according to Morgan is a change that is relatively permanent in behavior as a result of practice and experience.<sup>3</sup>Howard L.Kingsley defines learning as a process by which behavior is changed trough practice or training.<sup>4</sup>L.D. Crow and A. Crow explain learning is an active process that need to be stimulated and guided toward desirable outcome, learning is the acquisition of

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<sup>3</sup>Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya,2013), P.84.

<sup>4</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008), P.13.

habits, knowledge, and attitudes.<sup>5</sup>Harold Spears defines learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.<sup>6</sup>American Heritage Dictionary defines learning is to gain knowledge, comprehension, or mastery trough experience or study.<sup>7</sup> From those definitions we can conclude that learning is a process, to increase knowledge, to change behavior and habit trough practice and training.

**b. Purpose of learning**

Learning is an activity that has purpose related to the habitual change. According to Ngalim Purwanto, the purpose of learning is intended to make a habitual change in cognitive, affective, and psychomotor aspects. The change of those aspects becomes the result of learning process.<sup>8</sup>

Dalyono defines the purpose of learning are:

- 1) To change habit, from bad to be good one
- 2) To change attitude, from negative to be positive
- 3) To acquire skill

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<sup>5</sup>Purwa Atmaja Prawira, *psikologi pendidikan*, (Jogjakarta: Ar-Ruzz Media), P.227.

<sup>6</sup>Nyayu Khodijah, *Psikologi Pendidikan*, (Jakarta: PT Raja Grafindo Persada), P.47.

<sup>7</sup>B.R.Hergenhahn and Matthew H. Olson, *Theories of Learning* (Jakarta: Kencana Prenada Media Group), P.2.

<sup>8</sup>Ngalim Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Pelajar, 2009), P.44.

- 4) To increase knowledge in a various knowledge
- 5) To arrange alteration in someone's self.<sup>9</sup>

From those definitions above we can conclude the purpose of learning is to increase knowledge and to change students' habit from bad to be good.

**c. Learning activity**

Learning is not an empty process, there are some activities are included in learning activity. Djamarah divided learning activity into eleven categories.

1) Listening

Listening is one of learning activity. Every student that studied in the school do the listening activity. When teachers or lecturers explain the material students should listen carefully and write important material.

2) Looking

Looking is pointed our eyes in order to see something. In the classroom, a student look at the blackboard that contains of teacher's note about the material. The note that is seen by the students caused the impression and it is saved in their brain.

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<sup>9</sup>M. Dalyono, *Psikologi Pendidikan*, (Jakarta: PT Rineka Cipta, 1997), P.50.

3) Guessing, smelling and tasting

These activities are originated from people senses which is used to learning interest. The activities of guessing, smelling and testing that can be called as learning activity, if those activity are done for the purpose to change behavior.

4) Writing

Writing is an activity that can't separate from learning activity. In traditional education writing is an activity that commonly used. Writing includes in learning activity if people realize their needed and purpose in writing.

5) Reading

Reading is the main activity during learning process. If learning is a process for getting knowledge, reading is one of the ways for getting knowledge.

6) Making summary and underlining

Summary and underlining can help someone remembering the material.

7) Observing the tables, chart, and draft

Sometimes in the book, we can see table, chart and draft. Those make reader understand about the material that is explained by the writer.

8) Arranging worksheet

When people arrange paper, the paper must be methodologically and systematically, and he must know the problem well. To support him/her when make the paper, he/she have to looks the books that is related to the paper.

9) Remembering

Remembering is a psychological indication. Memory is a soul's ability for learning, retention, and remembering the past things.

10) Thinking

People can find something new by thinking they can understand about relationship between certain things.

11) Training and practice

Learning by doing is a learning concept that requires an effort for getting impression by doing.<sup>10</sup>

From Djamaroh explanation we can conclude there are many activities in learning such as listening, reading , thinking, remembering, arranging worksheet, making summary, training, practicing, guessing, smelling, testing.

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<sup>10</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta:Rineka Cipta, 2008), p. 38-45

## 2. The Concept of Learning Environment

### a. Definition of Learning Environment

Human life can't be separated from what is called environment, human life is always surrounded by the environment and there is a reciprocal relationship between the two. On one side environment may affect humans, but on the other side human can also affect the environment.

Environment is one of many factors that influences students' learning achievement, it can't be ignored even though it seems very trivial because, environment is a part of learners, especially for learners to live and interact with others.

According to F. Patty environment is something that surround the individual in his life, either in the form of physical environment such as parents, home, friend for playing and the society, or in the form of psychological environment like feeling, problems of life and dreams.<sup>11</sup> Sertain says environment includes all conditions that influence our behavior, growth, and development.<sup>12</sup>

Abu Ahmadi and Nur Uhbiyati explain environment in general terms. It means the situation around us. In the field of education, learning environment

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<sup>11</sup>Baharuddin, *Psikologi pendidikan*,(Jogjakarta: Ar – Ruzz Media Group, 2010), P.68.

<sup>12</sup>Ahmad Mudzakir and Joko Sutrisno, *Psikologi Pendidikan* (Bandung: Pustaka Setia,1997) 97.



is all things outside the children and their surrounding.<sup>13</sup> According to Bernard learning environment is the complete physical and pedagogical context in which learning is intended to occur. The term most of often refers to school classroom but many include any designated place of learning such as science laboratories, distance learning contexts, libraries, tutoring centres, teachers' lounges, gymnasiums and non-formal learning spaces. The component and attributes of a learning achievement are conceptualized in relation to their impact of learning processes and outcomes in both cognitive and affective domains. This term may also refer to the natural environment surrounding school building.<sup>14</sup>

From those definitions above it can be concluded learning environment is everything that come from outside and inside of learners who can support learning activities. Environment has a big role for human education, because human will learn everything from their environment.

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<sup>13</sup>Abu Ahmadi and Nur Uhbiyati, (Jakarta: Rineka Cipta, 2001)P.64

<sup>14</sup> Jean Bernard, *A Place to Learn: Lesson from Research on Learning Environments UNESCO*,(Canada:Institute for Statistics 2012).P.12

## **b. Kinds of Learning Environment**

Abu Ahmadi and Nur Uhbiyati divided learning environment into four categories.

### 1) Internal environment

Internal environment is an environment inside the learners, such as everything that get into the learner like food and drink. Those aspects can influence the learner condition for example when learner studying in a hungry condition. They will not concentrate in their studying.

### 2) Physical environment

Physical environment is an environment around the learners such as the conditions of soil, house, and plants. Soil. Climate, plants, School, home, classroom, library are related to the learner.

### 3) Cultural environment

Cultural environment is an environment like an art, science, custom, literature etc. Sometime we will see something around us such as wayang, picture, book, magazine, those are can influence the learner.

### 4) Social environment

Social environment usually in the form of relation between human, such as parents behavior, friends behavior, teachers behavior, neighbors

behavior. Interaction between learners and their society will give character and opinion for them.

5) Spiritual environment

Spiritual environment is an environment in the form of religion, belief, an idea surrounding the learners.<sup>15</sup>

Sartain divided learning environment into three parts:

1) External or physical environment.

It means all the things that exist in the world except human. Such as house, school, plant, water, climate, and animal.

2) Internal environment

Internal environment is all the thing that get into the leaner such as foods, drinks, etc. Those aspect will be processed by learner's body and will influence the student's growth.

3) Social environment

Social environment is all people that influence the learner. Learner will get direct and indirect influence from their society. The direct influence is from parents, friends, teachers and the

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<sup>15</sup> Abu Ahmadi and Nur Uhbiyati, *Ilmu Pendidikan*.....P.64-66.

indirect influence is from mass media such as magazine, television, book and others.<sup>16</sup>

According to Hamalik Learning environment or educational environment consist of:

1) Social environment

Social environment is community either in large groups or small groups.

2) Personal environment

Personal environment includes individuals as a private individual that affect other private individuals.

3) Natural environment

Natural environment includes all natural resources that can be used for learning process.

4) Cultural environment

Cultural environment includes the results of culture and technology that can be used as a source of learning and as contributing factor of teaching. In this case, including the value systems, norm and customs.<sup>17</sup>

In this case researcher agrees with Sartain's argument that learning environment consists of internal

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<sup>16</sup> Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, (Bandung, Remaja Rosdakarya:2014).P.72-73.

<sup>17</sup> Hamalik, *Proses Belajar Mengajar*,( Jakarta: PT Bumi Aksara,2003) p.196

environment, external environment, and social environment why the researcher choose Sartain's argument because this argument is more specific than the other arguments.

### **3. The Concept of Learning Achievement**

#### **a. Definition of Learning Achievement**

Learning achievement is always related to the teaching and learning process, each learning process always produces results. The results after learning process takes place is called learning achievement. The level of students' learning achievement indicate the success of learning process.

Oxford dictionary defines achievement is think that has done successfully especially using their own effort and skill.<sup>18</sup>According to W.S. Winkel learning achievement is the proof of success in learning process showed by the ability of student in that process.<sup>19</sup>

According to Muhibbin Shah, learning achievement is a level of learners achieve the goals that have been set in a teaching program<sup>20</sup>.Learning

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<sup>18</sup>Oxford Advanced Learner's Dictionary,( New York: Oxford University Press, 2010).

<sup>19</sup>W.S. Winkel, *Psikologi Pengajaran*, (Jakarta: PT Gramedia, 1997).p.201

<sup>20</sup>Muhibbin Syah, *Psikologi Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2010).p.139.

achievement can be measured in several aspects: cognitive, affective and psychomotoric.<sup>21</sup>

Based on some definitions above, the researcher concluded that learning achievement is the change that happened in students self after follow a learning process.

**b. Some factors affecting the learning achievement**

Every activity that we do absolutely have factors that influence it either motivate of demotivate factors. Like as others activities, learning achievement is also influenced by some factors, factors that influence learning achievement can be divided into some categories.

1) The school climate

The school climate is the educational variable that bears the most weight on student academic performance. A friendly climate among classmates and teacher respect for students are associated with higher achievement.

2) Access to services at the school

Acces to services at the school is the second must influential fact. It refers to the existence of basic services such as electricity, drinking, water, bathrooms, sewage, and telephones. This indicates that it is fundamental that schools have basic

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<sup>21</sup> Abin Syamsuddin Makmun, Psikologi Kependidikan, (Bandung: Remaja Rosda Karya, 2009).P.167

operating conditions in order to focus on the processes that support learning.

- 3) The availability of computers for students in the school

The availability of computers for students in the school is also associated with learning. While it is true that computers alone do not produce learning, the presence of this equipment can be interpreted as an indicator of the availability of educational materials that teachers may use as resources for teaching.

- 4) Learning management by principals

Learning also depends on school management by principals that fosters parent participation, teacher teamwork, harmonious relations among school actors, and a sense of belonging and accomplishment among teaching staff.

- 5) School infrastructure

School infrastructure has a positive impact on academic performance, students to obtain higher achievement when the school they attend has a library, playing field, art room, and office<sup>22</sup>

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<sup>22</sup> Ernesto Trevino, Factors Associated with the Cognitive Achievement of Students in Latin America and the Caribbean,(Santiago: UNESCO:OREALC,2010).P.5

Muhibbin Syah divides some factors that influence learning into two categories

6) Internal factors

Internal factors consist of two general groups those are physiological factors and psychological factors. Physiological factors are related to individual physic. Physiological factors divided into two: the physical condition and the five senses condition, the psychological factors are related to the psychology condition who can influences the learning process. Several psychological factors that affect learning process are intelligence, motivation, interest, attitude and talent.

7) External factors

External factors include social and non-social environment. Social environment divided into school environment, society environment and family environment. Non – social environment is a natural condition like weather, facility, book, and building.

8) Learning approach factors

Learning approach factors are strategies that is used by student in the learning process.<sup>23</sup>

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23 Muhibbin Syah, Psikologi *Pendidikan*, (Bandung: Rosda Karya, 2010),P.129-136.



Slameto also defines the factors that influence learning achievement into some categories:

1) Internal factor

Internal factor consists of healthy and psychological factor.

a) Healthy factor

Health means body and part of body are in a good condition, health can influence learning achievement. Learning process will be interrupted if the learner is not in a good condition. If learners are not in a good condition they will be weak, sleepy, tired, or etc. learner have to keep their health, always in a good condition.

b) Psychological factor

There are seven factors that are included in psychological factor those are intelligence, attention, motive, interest, aptitude, readiness, and maturity.

(1) Intelligence

Chaplin defines the definition of intelligence

(a) The ability to meet and adapt to novel situations quickly and effectively.

(b) The ability to utilize abstract concepts effectively

(c) The ability to grasp relationships and to learn quickly

This factor has big influence for students learning achievement. In the same situation learners that have high intelligence will be more success, despite of this aspect the learners that have high intelligence are not always success in their learning. it is because learning is a complex process with many factors that influence it, intelligence is one of those factors.

(2) Attention

According to Gazali attention is the activeness of soul to an object or some objects. To get good learning achievement, learners have to give good attention to the material that is studied by them.

(3) Interest

Hilgard defines the definition of learning is persisting tendency to pay attention to and enjoy some activity or content. Interest is a constant inclination to give attention or remember some events. Someone that has interest in an activity, he

will give attention to the activity with happiness.

Learners who don't have interest to a subject will appear difficulties in learning. Interest occurs from students learning needed become support for them to do learning process.

(4) Aptitude

According to Hilgard aptitude is the capacity to learn, it means that aptitude is the ability of learn. The ability will be realized after the learners studied and practiced. If the lesson that studied by the learners is suitable with their aptitude, their learning achievement will be better. Because they study with happiness.

(5) Motive

According to James Drever motive is an effective conative factor which operates in determining the direction of an individual's behavior towards an end or goal, consciously apprehended or unconsciously.

To push student to study well motive must be noticed in learning process. Motive can be given to the student by practice and

habitual. From the definition above we can conclude, to build strong motive can used practice and influence of environment.

(6) Maturity

Maturity is a condition where the body is ready to do the new adroitness. For example child is ready to walk with their feet, child is ready to write with their hand etc. learning will be more successful if the learner is mature. The new progress to have new adroitness is depend from the maturity of student.

(7) Readiness

According to James Dewer readiness is a preparedness to respond or react. Readiness is from inside the learner and correlate with the maturity. In learning process readiness is need to be notice, because if learner ready to learn, the learning achievement will be better.

2) External factor

External factor consists of family, school, mass media, the condition of society and socializing friend

a) Family

Some aspects that included this factor are:

(1) Parents education

Drs. Sutjipto Wirowidjojo said family is the main and the first education. In the family every children need attention from their parents. Parents will determine whether students can reach high learning achievement or not. Parents care is shown by affection, advice, etc.

Parents who don't care enough to their children learning achievement will become the cause of students learning difficulties. Children need parents' guidance to learn about responsibility. Learn without parents' guidance make students feel difficult in learning.

(2) Parents understanding

In learning process, a child needs a motivation and parents' understanding when a child having difficulties in the school. Parents are expected to help the child to figure them out or in other word, parents are expected to give motivation and support the child.

(3) Relationship between parents and children

In the family there must a good relationship between parents and children. It will occur peacefulness, composure and tranquility it can create good learning condition so students learning achievement can be created well. Less of parents affection occur emotional insecurity. Children will feel difficulty in learning if they get less affection from their parents.

(4) Economic condition

Economic condition that categorize as poor family make parents can't prepare enough learning tools for their children and even make students can't get a good education place. It will become inhibitor for children to learning well and increase learning achievement. But economic level that categorized as reach family sometimes give negative impact for students learning achievement too. Because of their parents' wealth, they become lazy to study.

(5) Home condition

The condition of home that is very crowded make children can't learn well. Their concentration will be disturbed by the noise so they will feel hard to study. It is needed to make the condition of home is comfortable.

b) School

(1) Teaching method

In educational institution is need a suitable method for teach their student. Teacher's teaching method that is not good enough will be influence the student. Bad method maybe happen because of teacher not prepare enough or not mastery the materials. Progressive teacher don't dare to try a new method that gives benefit to improve teaching and learning process.

(2) Curriculum

The current learning instructional system demands the studying and learning process to fulfill the students need.

(3) Over studying material standards.

It mean that a teacher tries to give the studying materials a bit over the line. The

impacts is children will feel less capable and slightly afraid to the teachers.

(4) Relation between learner and teacher

Teaching and learning process are happen between learner and teacher. Good teachers will make students like them and try to do best in their lesson. Teacher that has bad relation to their student cause the teaching and learning process not in a good condition.

(5) Relation among the students

To give positive influence to the student. Built a good relation between the student is needed. If relation among the students are good teaching and learning process will be comfortable for them.

(6) School discipline

School discipline is related with the school regulation. If everybody in the school work in discipline, it will give positive influence to the students.

(7) Learning media

The lack of learning media makes the learning process become ineffective especially practicum subject, students will become passive.



(8) School time

The best time for learning process is in the morning because students condition still optimal. If learning process takes place in afternoon. Students condition is not optimal anymore, because they are tired and sleepy.

(9) Learning methods

A lot of students conduct the mistaken learning methods. Most students do the studying and learning process in a mess order. In order studying and learning everyday with the exact time and enough rest will increase the result of the learning itself.

(10) Homework

A teacher should not to give many homework to the students that can make the students have less time to study or do another activity outside the school.

(11) School building

The building has to be comfortable to learn, so the students can concentrate in learning process. The classroom that is not comfortable for example students is overload from capacity of the class.

c) Social factors

(1) Mass media

Something that include in mass media such as: cinema, newspaper, magazine, radio, TV, books, etc. These tings will hamper learning process if student spend so much time for those things, so they forget to study.

(2) The condition of society

The condition of society around the learner can gives influence to the learner. Society that contains good people usually will give good influence to the learner and society that contains bad people.

(3) Socializing Friends

To develop the social skills. The students are need to be given freedom to socialize with other kids, however a supervision still needs to be considered. So the students will not have bad influence from their friends, because the bad habits from friend can easily get into the students.<sup>24</sup>

From those definitions above researcher just took some factors that

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<sup>24</sup> Slameto, *Belajar dan Faktor – Faktor yang mempengaruhinya*, (Jakarta Rineka Cipta), P.56-75.

correlate with the learning environment. According to Sartain's Argument learning environment consists of internal environment such as food and drinks, external environment such as house, school, plant, water, climate, and animal, and social environment such as parents, friends, teachers, magazine, television, book and others

#### **4. Learning Assessment**

##### **a. Definition of Learning Assessment**

To know the quality of students' learning process we need to measure it. Assessment information is needed by administrators, teachers, staff developers, students and parents to assist in determining appropriate program placements and instructional activities as well as in monitoring student progress.

According to Richard I. Arends assessment usually refers to the full range of information gathered and synthesized by teachers about their students and their classrooms. Information can be gathered on students in informal ways such as through observation and verbal exchange. It can also be gathered through formal means such as homework, test, and written reports. Information about the classrooms and teacher's instruction can also be part of assessment. The range of information here can also

vary from informal feedback provided by the students about a particular lesson to more formal reports resulting from course evaluations and standardized tests.<sup>25</sup>

## **b. Kinds of Learning Assessment**

### 1) Formative Assessment

The purpose of formative assessment is to identify a student's areas of mastery and weaknesses in the content being studied in the classroom. Formative assessment can include classroom projects, teacher observation, written classwork, and informal conversations with the students. Through formative assessment the teacher gathers knowledge about what the student has learned, and that knowledge is used to facilitate instructional decisions about what content should be covered next. The results of formative assessments can provide feedback to individual students to help them focus their learning activities.<sup>26</sup>

### 2) Summative Assessment

At the end of course study, a teacher and others too, want to know how a student has progressed during a period of study. According to H. Douglas Brown Summative assessment aims to

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<sup>25</sup> Richard I. Arends, *Learning to Teach*, (New York: McGraw-Hill Companies, 2007). P.211.

<sup>26</sup> Zainal Arifin, *Evaluasi pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), P.2.35-37.

measure or summarize what a student has grasped and typically occurs at the end of course or unit of instruction<sup>27</sup>. End of unit tests and letter grades are included in summative assessment.

### 3) Placement Assessment

When children enter a new school or classroom, assessment procedures are used for placement, that is to place them in the most appropriate class or group. Assessment for placement of young learners may involve an interview, a short reading session and a writing task.<sup>28</sup>

In general, placement assessment is made as pretest, primarily to determine whether learners have the skills necessary to follow a course of study or not.<sup>29</sup>

### 4) Diagnostic Assessment

Diagnostics assessment is intended to determine the difficulty of learners based on the results of previous formative assessment. Diagnostic assessment requires some questions that are to be

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<sup>27</sup> H. Douglas Brown, *Language Assessment*, (United States of America: Pearson Education, 2004) P.6

<sup>28</sup> Penny McKay, *Assesing Young Language Learners*, (United Kingdom: Cambridge University Press, 2006) P. 23

<sup>29</sup> Zainal Arifin, *evaluasi pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), P.2.35-37.

difficult for students. The questions are variety and focused on the difficulty. Diagnostic assessment usually is held before the lesson starts. The aim is to explore the knowledge and skills that have been mastered by the learner. In other words, if students already have certain knowledge and skills to follow other subject matter.<sup>30</sup>

Assessments can be used to evaluate the overall performance of a particular program or group. In the university usually use summative assessment such as final exam, the purpose is to specify level of students' learning success in a certain learning period. The students' learning success are divided into 4 categories

a) Cumlaude

If students can mastery all the materials (100%).

b) Very Good

If students can mastery the majority (76% -99%) of materials.

c) Good

If the students can mastery (60%-75%) of materials.

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<sup>30</sup>Zainal Arifin, *evaluasi pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), P.2.35-37.

d) Less

If the students can mastery less than (60%) of materials.<sup>31</sup>

## **5. The Main and The Optional Subjects of 2013 English Education Department of Walisongo State Islamic University Semarang**

Subjects in English Education Department consists of basic, main and optional subjects the total of course are 152 credits. This research is only about basic and optional subject, because those are the specific subjects of English Education Department.

<b>No</b>	<b>main and optional subject</b>
1	Basic English Grammar
2	Basic Reading Comprehension
3	Basic Speaking
4	Sentence Based Writing
5	Basic Listening Comprehension
6	Word Based Lexical Studies
7	Intermediate English Grammar
8	Intermediate Reading Comprehension
9	Intermediate Listening Comprehension
10	Intermediate Speaking

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<sup>31</sup> Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006),p.107.

11	Idiom Based Lexical Studies
12	Introduction to Linguistics
13	Paragraph Based Writing
14	Advanced English Grammar
15	Advanced Listening Comprehension
16	Advance Reading Comprehension
17	Advanced Speaking
18	Genre Based Writing
19	Language Learning Evaluation
20	Language Learning Methodology
21	Reading For Academic Purpose
22	Language Learning Evaluation
23	Speaking For Intructional Purpose
24	Teaching Reading and Writing
25	Teaching Grammar
26	Writing For Academic Purposes
27	Psycholinguistics
28	Morphology
29	Cross Cultural Understanding
30	English Syntax
31	Computer Assisted Teaching
32	Research Methodology in ELT
33	Lesson Planning
34	English Indonesia Translation



35	Introduction to Literature
36	Phonology <sup>32</sup>

### C. Research Hypothesis

Hypothesis is a temporary answer of problem in research until it is proved from the collected data.<sup>33</sup>So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. This research is conducted based on the following hypothesis:

There is influence of learning environment to the student achievement in 2013 level of English Education Department students of Walisongo State Islamic University Semarang in the academic year of 2015/2016.”

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<sup>32</sup>Ruswan, dkk, *Buku Panduan Program Sarjana(S1) dan Diploma 3(D.3)*, (Semarang: UIN Walisongo, 2012), P.233-234.

<sup>33</sup>Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktik*, (Jakarta:PT Rineka Cipta, 2010),P.110.