



**The Role of English Teaching Environment to Students'  
Achievement in High Prestigious Private School VS State  
School: Teachers' Perception**

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**Thesis**

**English Teaching Study Program  
Faculty of Education and Teachers Training  
Christian University of Indonesia  
Jakarta  
2012**

**The Role of English Teaching Environment to Students'  
Achievement in High Prestigious Private School VS State  
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**Thesis  
Submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan in Pendidikan Bahasa Inggris**

**English Teaching Study Program  
Faculty of Education and Teachers Training  
Christian University of Indonesia  
Jakarta  
2012**

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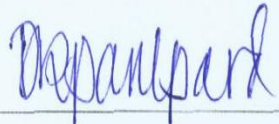
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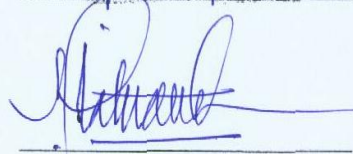
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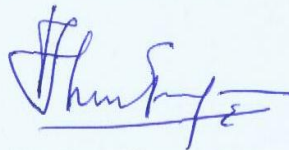
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## **Motto**

*And Jesus said unto them*

*If ye have faith as a grain of mustard seed,*

*ye shall say unto this mountain.*

*Remove hence to yonder place;*

*And it shall remove; and nothing shall be impossible to you.*

*Romans 1:17*

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Jakarta, 25 August 2012  
Margaretta Elistina

## **ABSTRACT**

This study was conducted to find out the role of the English teaching environment to students' achievement in high prestigious private school vs state school through teachers' perception. To attain the objective, data were collected through questionnaire, interview, and document of national exam score. The researched was conducted by distributing the questionnaire to 40 teachers and interviewing 12 students from four schools.

The result showed that English environment affected the students' English achievement. The private schools applied more English at school than state school. Thus, the students' English achievement showed better result than state school. The students of private schools got a better national exam scores and spoke English more fluent than students of state schools.

Based on the findings, it was suggested that schools applied more English at school to build English environment that support students in learning English better.

## ABSTRAK

Penelitian ini dilakukan untuk mencari tahu peranan lingkungan pengajaran bahasa Inggris terhadap pencapaian kemampuan bahasa Inggris siswa di sekolah swasta dan sekolah negeri melalui persepsi guru. Untuk mencapai tujuan tersebut, data-data dikumpulkan dari angket, wawancara, dan hasil nilai ujian nasional. Penelitian dilakukan dengan membagikan angket kepada 40 guru dan mewawancarai 12 siswa dari empat sekolah.

Hasil penelitian menunjukkan bahwa lingkungan berbahasa Inggris mempengaruhi pencapaian belajar siswa dalam bahasa Inggris. Sekolah swasta lebih menerapkan bahasa Inggris di sekolah daripada sekolah negeri. Maka, pencapaian bahasa Inggris siswa sekolah swasta lebih baik dari pada sekolah negeri. Siswa dari sekolah swasta memperoleh nilai ujian nasional lebih baik daripada sekolah negeri.

Berdasarkan dari hasil tersebut, sangat disarankan sekolah-sekolah untuk menerapkan lebih banyak bahasa Inggris untuk menciptakan lingkungan bahasa Inggris yang dapat mendukung siswa belajar bahasa Inggris lebih baik di sekolah.

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