

CHAPTER I

INTRODUCTION

A. Background of the Study

In this globalization era, English has been established as an international language. The denomination of English language globally is undeniable. It is spoken as native language by many people in the world. Some 380 million people speak it as their first language and perhaps two-thirds as many as their second (Graddol, 1997). It is the language of globalization: of international business, politics and diplomacy. It is the language of computers and internet. Study by Crystal (1997) shows that 85% of international organizations make official use of English, though they may not be headquartered in an English speaking country, at least 85% of world's film market is English, and some 90% of published academic articles in some academic fields are written in English.

As an international language, English has affected the growth of many national plus and international schools in Indonesia. Those schools compete each other by offering their curriculum proposal which uses English as their basic language. They also offer many interesting facilities to attract parents to register their children there. Some schools even offer more than two languages studied at school. However, parents should be very smart in searching the good school with international label, as Evan (2011) says, "There are quite a few misconceptions about

what actually constitutes an international school. Basically, any school that operates on a curriculum that is different from the national board enforced by the government of the country is considered an international school. Any school that has just hired a few foreigners as teachers won't be considered an international schools. Ironically, some owners of private schools just place an 'international name' on their institution in order to trick unaware parents”.

The growth of the national plus and international schools in Indonesia motivates the state schools to be improved in many aspects. This makes Indonesian government do some development and restructuring in education of school. School restructuring is a concept that represents fundamental changes in all aspects of schooling, including its mission and goals, organization and management, curriculum and instruction, educator roles and responsibilities, parent and community involvement, and school finance, in ways that lead to improved student learning outcomes (Harvey & Crandall, 1988).

As English in Indonesia is politically considered as a foreign language, English lesson in primary school is designed as a local content subject aimed to introduce English as well as to improve pupils' language awareness of English. Therefore, children will depend almost entirely on the school environment, and the teachers are likely to be the main or the only source for the English input.

The 1989 Law gives English a place as the first foreign language and makes it one of the compulsory subjects to be taught at the secondary level, but allows it to be taught from Primary Four (Komaria, 1998, P. 29). It also allows the possibility of

teaching foreign languages other than English (Komaria, 1998: 25-31). In the 1989 Law, Chapter IX, Section 39, Verse 3, English is specified as a compulsory subject, part of the Basic Curriculum. This is supported by Government Regulation (*Peraturan Pemerintah*), Number 28, 1990, which states that English is to be taught from the first year of Junior High School but may be taught as early as Primary Four at the school's discretion. The strategic plan of the Ministry of National Education 2005-2009 (Ministry of National Education 2005) targets the development of international standardized schools in all regions in Indonesia, both for state and private schools.

Knowing the schools competition in this globalization, the writer was motivated to conduct a reasearch about the role of schools environment to student's achievement in English from teacher's perspective in high prestigious private and state schools. The writer wanted to know whether the learning environment in both groups of school played significant role to students' achievement in English. To attain this aimed, the writer conducted a survey on mostly English teachers and interviewed some students from each groups of school.

B. Identification of Problem

English lesson is taught mostly in every school in Indonesia. However, when it is taught is in different grade or level. Each school has different learning environment also that influenced the students' ability. Based on the discussion above, the writer identified the following problems:

1. How does the school environment affect the students' ability (in speaking and national exam)?
2. What is the teachers' perception about the role of learning environment to students' achievement (speaking skill and national exam)?
3. What qualifications are necessitated for a teacher in different types of school (2 private and 2 state schools) ?
4. What are the teachers' opinions about the schools' environment?
5. What is the teachers' role in developing students' ability?

C. Limitation of the Problem

The study was limited to the teacher's perception on the role played by the English teaching environment to students' achievement in English in high prestigious private (Kanaan Global & Citra Kasih School) vs state schools (SMPN 125 & SMPN 169). The researcher wanted to get the information about whether or not the learning environment affected the students' achievement.

D. Research Objective

Through this research, the researcher wanted to find out the role of the learning environment to students' achievement in English. As a teacher of one of the national plus schools in West Jakarta, the writer was motivated to do a research on whether or not the learning environment affected students' learning achievement in different types of school from teachers' perspective.

E. Research Significances

The result of this research would hopefully be beneficial to the followings:

1. To English teachers and principals, the result of this research could provide insights for creating a more conducive school environment that supports English learning.
2. To parents, findings in this research could be made part of consideration before registering their children to a certain school.
3. To other researchers, this study would provide a basis for further studies.
4. To the researcher, this study was a great opportunity to apply the concepts studied during her attendance of classes in UKI.