THE INFLUENCE OF STUDENTS' PERCEPTION AND LEARNING DISCIPLINE TOWARDS ENGLISH LEARNING ACHIEVEMENT

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Abstract:

The purpose of this research was to determine the influence of students' perception on their school environment and learning discipline towards English learning achievement, the influence of students' perception on their school environment towards English learning achievement, and the influence of learning discipline towards English learning achievement. The research method was descriptive survey method, which is a research method that takes a sample from a population and used a questionnaire as a data collection tool. The number of samples were 2 classes from 2 schools, namely the Mulia Hati Insani Warunggunung Private Vocational School, and the Matala'ul Anwar Cibuah Vocational School. The results of this research indicated that: 1) There is a significant effect of students' perception and learning discipline towards English learning achievement at Private Vocational Schools, Lebak Regency, Banten Province. This is evidence by the acquisition of the value of Sig. $0.043 < 0.05$ and $F_{count} = 8.329$. 2) There is an insignificant effect of students' perception towards English learning achievement at Private Vocational School, Lebak Regency, Banten Province, this is evidence by the acquisition of the value of Sig. $0.679 > 0.05$ and $t_{count} = 0.415$. 3) There is a significant influence of learning discipline towards English learning achievement at Private Vocational Schools, Lebak Regency, Banten Province. This is evidence by the acquisition of Sig. $0.038 < 0.05$ and $t_{count} = 2.869$. The result of students' perception towards English learning achievement is an insignificant effect in this research, due to students' perception is related to students' internal and external factors. This factor determines students' learning outcomes, especially in learning English. Therefore, students' perception must always be pursued, grown, and maintained by all educator personnel.

Keywords: Students' Perception, Learning Discipline, English Learning Achievement.

INTRODUCTION

English is the language spoken all over the world. Therefore, in the globalization era English is increasingly important role in international communication, both in the fields of development, technology, economy, and education. Thus, the Indonesian government has made efforts to improve the education system and human resource development in realizing the goals of national education. This is intended students have to able to communicate using English, both students at the elementary level to the university level. In the teaching learning process, students' learning achievement are determined by: (1) students' factors as a learning participant such as intellectual intelligence, interest, motivation, attention, and talent; (2) curriculum factor, teachers, and learning facilities; (3) environment factor, location, culture, learning climate and others. Based on the description above, it is clear that the school environment determines the quality of process and students' learning outcomes. A students' perception of their school environment provides students from speaking English habit. Also, the students' learning discipline in making English habituation is another factor to improve students' English learning achievement, especially on certain days can trigger their English language skills. Finally, it can be emphasized that the students' perception on their school environment and students' learning discipline can affect their English learning achievement.

According to Slameto (2003) learning is a process of person effort to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment. Slameto (2003) perception is the entry involving process of messages or information into the human brain, through human perception continuously in contact with the environment. This correlation is through the senses of sight, hearing, touch, and smell. A school environment with a cultural perspective determines students' learning discipline. The better students' perception of their school environment as a cultural center, also the better students' learning discipline. On the other hand, students' perception of a bad school environment will also adversely affect student learning discipline.

Asmiarsih (2006) discipline is a force that develops within the students' own body to adapt voluntarily to decisions, rules, and values of behavior. The term discipline comes from the English "discipline" which means followers or adherents. Meanwhile, the term discipline implies an orderly state wherever the followers are willing to submit to the teachings of their leaders. Hasibuan (2009), discipline is a person's awareness and willingness to obey all regulations and applicable social norms. The purpose of discipline is to obey the rules for the welfare of the students themselves. Learning process in a formal sense occurs at school, besides that students are required to study at home including repetition of what has been learned at school and prepare for learning for the next meeting. Learning discipline can be in the form of learning discipline at school or learning discipline at home. According to Slameto (2010) for students to learn more advanced, students must be disciplined both at school, at home, and in the library.

Learning achievement is the acquisition of knowledge or skills in terms of cognitive, affective, and psychomotor through measurement and assessment. According to Davis (2009:15) learning outcomes are a measuring tool that used by the teacher as evidence of students' learning achievement of the material that has been given. Learning achievement is not just obtained by students, but there are several driving indicators so that learning achievement can be obtained optimally. So, it can be concluded that learning is a process of change (a set of treatment) in a person caused by experience and planned exercises. There are at least five kinds of behavioral change experience and are considered the basic causal factors in learning. First, at the most primitive emotional level changes in behavior occur due to unconditioned and conditioned stimuli. Second, study continuity namely how two events are paired with one another at a time. Third, learning operands namely the consequences of one

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behavior will determine whether the behavior will be repeated or not and how much the repetition is. Fourth, the learning experience as a matter of human observation and events. Fifth, cognitive learning occurs when we see and understand the events around us, and with insight, learn to explore understanding.

Based on the research result, it was concluded that the school environment as a cultural center was not fully conducive in the sense that good learning had not been created, efforts to create human being had not been realized, have not been able to create school as cultural center for the local community. Likewise, the enforcement of students' learning discipline carried out by the school and has not shown satisfactory results. For example, there are still students who come late, are sleepy and do not concentrate during the learning process, their readiness to learn is still low, they don't do their job well, and other school violations. This is what encourages the researcher to conduct research in the field with the focus being studied at the variables of students' perception, learning discipline, and students' learning achievement in English. Therefore, the researcher intends to write research about "The Influence of Students' Perception and Learning Discipline towards English Learning Achievement ".

RESEARCH METHOD

The research method in this research is a descriptive survey method. Descriptive survey method is a research method that takes a sample from a population and use a questionnaire as a data collection tool (Ridwan, 2009). Questionnaires are number of written questions that is used to obtain information from respondents in terms of reports about themselves or things they know (Arikunto, 2006). The sample of this research is tenth grade of Private Vocational School, Lebak Regency, Banten Province, for the 2021/2022 academic year. While the sample size is determined by 10% as many as 70 students. The technique sampling is simple random sampling, which is a sampling procedure in which all individuals belonging to the population category have the same probability of being selected. Ridwan (in Arikunto 2009) states that if the subject is less than 100, then it is better to take all. Furthermore, if the sample is large it can be taken between 10% - 15% or 20% - 25% or more. The sample is defined by Sugiyono (2010) the part of number and characteristics possessed by the population. Arikunto (2002) stated "if someone wants to examine all the elements in the area research, the research can also be called a population study or a census study". After analyzing the data from the test results of students' perception (X_1), learning discipline (X_2), and English learning achievement (Y) then the researcher distributed the instrument with the aim of collecting data from the two variables. The instrument test of students' perceptions and learning discipline variables as many as 30 statements to test the validity using Pearson Behavioral correlation (Pearson's Product Moment). Meanwhile, the reliability test using Cronbach's Alpha.

RESULT AND DISCUSSION
(Presenting data, facts-what you find, calculate, find, observe)
A. Research Results

In this research, the calculation of the hypothesis is carried out referring to the provisions described in research method. The results of calculations and tests can be seen sequentially in table 1, table 2 and table 3 which are presented as follows:

Table 1: Correlation Coefficient X_1 and X_2 towards Variable Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.156[a]	.024	-.005	8.017

a. Predictors: (Constant), Learning Discipline, Students' Perception on their School.
Source: SPSS 24.

Table 2: Regression Coefficient X_1 and X_2 towards Variable Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.982	2	53.491	8.329	.043[b]
	Residual	4305.889	67	64.267		
	Total	4412.871	69			

a. Dependent Variable: English Learning Achievement
b. Predictors: (Constant), Learning Discipline, Students' Perception on their School.

Table 3: Coefisient X_1 and X_2 towards Variable Y

Coefficients[a]

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
68.165	14.321		4.760	.000
.056	.135	.057	.415	.679
.134	.154	.120	2.869	.038

a. Dependent Variable: English Learning Achievement

Based on table 1 above, it can be seen that the double correlation coefficient of the influence of students' perceptions of their school environment (X_1) and learning discipline (X_2) together towards English learning achievement (Y) is 0.156. While, the coefficient of determination (R Square) of 0.024 indicates that the contribution of students' perception of their school environment and learning discipline together towards English learning achievement is 2.4% and the remaining 75.7% is caused by other factors that contribute to influence. For the hypothesis testing through regression analysis, the calculation results are obtained as shown in table 2 and table 3. Based on table 3, it is obtained that the regression line equation represents the influence of students' perception (X_1) and learning discipline (X_2) towards English learning achievement (Y). Y = 68.165 + 0.056 X_1 + 0.134 X_2

Meanwhile, to tested the significance of the regression is by seeing the results of the calculations in table 2. According to the existing provisions, the regression significance criteria are "if the value of Sig < 0.05 then H_0 is rejected and H_1 is accepted or if F count > F table then H_0 is rejected or H_1 is accepted", which means that the regression coefficient is significant.

Based on table 2, it can be seen that the value of Sig = 0.043 < 0.05 and F count = 8.329 then H_0 is rejected and H_1 is automatically accepted, which means that the regression coefficient is significant. From the results of the correlation and regression tests mentioned above, it can be concluded that there is a significant influence of students' perception (X_1) and learning discipline (X_2) towards English learning achievement (Y).

B. Discussion

Students' perception of their school environment is a perception that built up in students' mind to the conditions that exist and occur in their school. According to Hasan (1995:138) school is a place of education, where teachers teach and students learn and there are a teaching and learning process, then a learning society is created to build a complete Indonesian human being. Learning discipline is doing by a person or group of students' moral behavior. The purpose of learning discipline is to provide knowledge and motivation according to the standard applicable in society. Referring to the results of the quantitative data analysis and the theoretical description above, the researcher concludes that students' perception and learning discipline have a joint effect towards students' learning achievement in English.

From the hypothesis testing, it is obtained that the significance value (Sig) = 0.043 < 0.05 and F_{count} = 8.329 then H_0 is rejected and H_1 is automatically accepted, which means that the regression coefficient is significant. Based on the results of the correlation and regression tests above, the researcher concludes that students' perception (X_1) and learning discipline (X_2) have a significant influence together towards English learning achievement (Y).

From the hypothesis testing, it is obtained that the significance value (Sig) is 0.679 and t_{count} = 0.415 while t_{table} = 2.00. Because the value of Sig > 0.05 and $t_{arithmetic}$ < t_{table}, H_0 is accepted and H_1 is rejected, which means that there is no significant effect between the independent variable X_1 (students' perception) towards the dependent variable Y (English learning achievement). Referring to the results of the quantitative data analysis and the theoretical description above, the researcher concludes that students' perception of the school environment has no significant effect towards students' learning achievement in English.

From the hypothesis testing, it is obtained that the significance value (Sig) is 0.038 and t_{count} = 2.869 while t_{table} = 2.00. Because Sig is smaller than 0.05 and $t_{arithmetic}$ is greater than t_{table}, H_0 is rejected and H_1 is accepted, which means that there is a significant effect between the independent variable X_2 (learning discipline) on the Y variable (English learning achievement). Based on the results of the quantitative data analysis and the theoretical description above, the researcher concludes that students' learning discipline has a significant influence on students' learning achievement in English.

CONCLUSION

There are three conclusions the first is a significant effect of students' perception and learning discipline together towards English learning achievement at Private Vocational School students in Lebak Regency, Banten Province. This is evidenced by the value of Sig = 0.043 < 0.05 and F_{count} = 8.329. It means that the better students' perception of their school environment and the better learning discipline are making better their English learning achievement. The second is an insignificant effect of students' perception of their school environment towards English learning achievement at Private Vocational School students in Lebak Regency, Banten Province. This is evidenced by the value of Sig = 0.679 > 0.05 and t_{count} = 0.415. It means that the lower level of students' perception of their school environment, is making the lower English learning achievement. The Last is a significant effect of learning discipline towards English learning achievement at Private Vocational School in Lebak Regency, Banten Province. This

is evidenced by Sig = 0.038 < 0.05 and t count = 2.869. It means that the better learning discipline, is making better English learning achievement.

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