

LAPORAN PENELITIAN



**“The Effect of Student’s Perception on The School Environment and Learning
Interest Toward English Learning Achievement”**

Oleh:

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UNIVERSITAS ESA UNGGUL

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SURAT TUGAS LPPM



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“THE EFFECT OF STUDENT’S PERCEPTION ON THE SCHOOL ENVIRONMENT AND LEARNING INTEREST TOWARD ENGLISH LEARNING ACHIEVEMENT”.

Demikian surat tugas ini dibuat untuk dipergunakan sebagaimana mestinya.

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THE EFFECT OF STUDENT'S PERCEPTION ON THE SCHOOL ENVIRONMENT AND LEARNING INTEREST TOWARD ENGLISH LEARNING ACHIEVEMENT

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Abstract

This present study is aimed at seeking out whether or not there is a significant contribution regarding student's perception on the school environment and learning interest toward English learning achievement. It is a survey research with correlational analysis used as its basic design for both analyzing the data and testing hypothesis. The collected data were analyzed using statistical regression and correlation techniques. Based on the results of data analysis and hypothesis testing, it shows that there is a significant influence jointly on Perception on School Environment and Learning Interests on the Learning Achievement of English students of Mahadhika 4 Vocational High School Jakarta. It was proven by an F count of 82.799 and sig = 0.000 <0.05. There is a significant influence of Perception on School Environment on the English Language Learning Achievement of Mahadhika 4 Jakarta Vocational High School students. It is proven by the t value of 3.374 and sig = 0.000 <0.05. There is a significant influence of Learning Interest on English Learning Achievement of Mahadhika 4 Jakarta Vocational High School students. It is proven by the t value of 10.818 and sig = 0.000 <0.05.

Key words: *school environment, learning interest, learning achievement*

Abstrak

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya kontribusi yang signifikan mengenai persepsi siswa tentang lingkungan sekolah dan minat belajar terhadap prestasi belajar bahasa Inggris. Penelitian ini menggunakan survei dengan analisis korelasional yang digunakan sebagai desain dasar untuk menganalisis data dan menguji hipotesis. Data yang dikumpulkan dianalisis menggunakan regresi statistik dan teknik korelasi. Berdasarkan hasil analisis data dan pengujian hipotesis, diketahui bahwa ada pengaruh yang signifikan secara bersama-sama persepsi siswa terhadap lingkungan Sekolah dan Minat Belajar terhadap Prestasi Belajar Bahasa Inggris Siswa SMK Mahadhika 4 Jakarta. Itu dibuktikan dengan F hitung 82,799 dan sig = 0,000 <0,05. Ada pengaruh yang signifikan dari Persepsi terhadap Lingkungan Sekolah terhadap Prestasi Belajar Bahasa Inggris siswa SMA Mahadhika 4 Jakarta. Hal ini dibuktikan dengan nilai t sebesar 3,374 dan sig = 0,000 <0,05. Ada pengaruh yang signifikan Minat Belajar terhadap Prestasi Belajar Bahasa Inggris siswa SMA Mahadhika 4 Jakarta. Hal ini dibuktikan dengan nilai t sebesar 10,818 dan sig = 0,000 <0,05

Kata kunci: *lingkungan sekolah, minat belajar, prestasi belajar*

Introduction

Education is roughly seen as a conscious and planned effort to reach an ultimate goal of teaching and learning process in which students are hoped to be able to actively evolve for both hard and soft skills. These skills are paramount to comprehend despite some affecting factors

like student's motivation, learning environment, school environment, learning interest that might be giving to the different result of learning achievement.

Muhibbin Syah (2008) asserted that learning achievement is the level of student success in learning the subject matter in schools that are expressed in the

form of scores obtained from the results of tests on a particular subject matter.

It is not easy to reach a good learning achievement as it needs a complex process in learning activity. In its process, students do not merely accept and absorb information conveyed by the teacher, yet students need to get involved in learning activities and pedagogical actions that must be carried out, so that the learning outcomes will be better. From the learning process students can produce a gradual change in themselves, both in the fields of knowledge, skills and attitudes. The existence of these changes can be seen in the learning achievement produced by students based on evaluations given by the teacher.

In the teaching and learning process, learning interest has an important role on learning achievement since it can foster student motivation. Students that have a strong interest in learning will have eagerness to highly get involved in the teaching and learning activities. So, it might be that students who have high intelligence fail because of lack of interest in learning, because learning outcomes will be optimal if there is an appropriate interest in learning. Therefore, if students experience failure in learning, this is not solely a student's fault, but it may be that the teacher does not succeed in arousing student interest in learning.

Raising student attention can be done through several ways such as the use of instructional media or teaching aids, giving questions to students, making variations of learning, doing repetition of information that is different from the previous way, providing learning stimulus in other forms so that students are not bored. Besides, there are several methods can be used by teachers in learning materials so that students do not feel reluctant, such as: giving gifts, praise, gestures, giving variative assessments, giving assignments and punishment.

A strong interest in learning will increase interest, willingness and high enthusiasm since between the interest in learning and enthusiasm for learning has a close relationship. Sardiman (1990) proposed that in learning activities, the learning interest raises learning activities, ensuring continuity of learning activities, so that the desired goals of the learning subject can be achieved. learning interest is very instrumental in increasing the willingness to learn, with it, students become diligent in the teaching and learning process, and with the learning interest as well, the quality of student learning outcomes can be well achieved. Students who have a strong and clear goal in the learning process will be diligent and successful in their learning. Alisuf Sabri (2001)

Reflecting to the English learning activities, learning interest is very closely related to the willingness to learn. If students are lacking or are not interested in learning English, their motivation to learn will also be low. Of course, this will affect learning achievement result.

It is also largely determined by external factors in the form of students' perceptions of the school environment. Students who have a good perception of the school environment will feel comfortable to learn.

From some of the description above, this present study tries to link several variables affecting English learning achievement, they are students' perceptions of the school environment and students' interests. The effect of student's perceptions on the school environment and learning interest toward English learning achievement will be the main focus.

It leads to the problem statements as follows:

1. Is there any effect of students learning interest and perceptions of the school environment together on

students learning achievement in learning English?

2. Is there any effect of learning interest on student learning achievement in learning English?
3. Is there any effect of student's perceptions of the school environment on student learning achievement in English?

Research Hypothesis

1. There has been an effect of student's perceptions of the school environment (X1) and learning interest (X2) together on English learning achievement (Y)
2. There has been an effect of student's perceptions of the school environment (X1) on English learning achievement (Y)
3. There has been an effect of learning interest (X2) on English learning achievement (Y)

Theoretical Framework

The Nature of Learning Achievement

Achievement is an activity that has been done, created either individually or in groups and according to Kamus Besar Bahasa Indonesia (2002) achievement is the results achieved. In addition, Djamarah (1994) asserted that achievement is what has been created, the results of work, results that are pleasing to the heart obtained by working tenacity.

From the above definition, it can be concluded that achievement is the result of an activity of a person or group that has been done, created and pleases obtained by working.

Regarding to learning, Slameto (2003) proposed that learning is an attempt by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment. In line with the above statement, Muhibbinsyah (2002) also asserted that learning is the stages of change in the individual's behavior that are

relatively settled as a result of experience and interaction with the environment that involves cognitive processes.

To sum up, learning is an activity that is carried out both consciously and routinely on a person so that it will bring experience individually in term of knowledge, skills, attitudes and behavior resulting from the process of training and the experience of the individual itself in interacting with their environment.

Some factors that affect learning achievement

Muhibbinsyah (2002) proposes three factors giving contribution to the learning process and students learning achievement at school, they are:

1. Internal factors (factors within students), including the state of physical (physiological), and spiritual (psychological) conditions.
2. External factors (factors from outside of students), consisting of environmental factors, both social and non-social and instrumental factors.

The factors that influence learning achievement can be divided into three types;

1. Internal factors (factors within students), i.e. physical / spiritual condition / condition of students.
2. 2) External factors (factors from outside students), namely the environmental conditions around students.
3. Learning Approach Factor (approach to learning), namely the type of student learning efforts that include strategies and methods used by students to carry out learning activities subject matter.

The internal factors are classified as:

1. Physiological Factors. A healthy and fresh and strong physical

condition will benefit and provide good learning outcomes. But the physical condition that is not good will affect students in their learning conditions.

2. Psychological Factors. Included in psychological factors are intelligence, attention, interest, motivation and talent within students.

the external factors are classified as:

1. Social Factors, which consist of: Family environment, School environment and Community environment.
2. Non-Social Factors. Factors that include non-social environment are the school building and its location, the family's residence and location, learning tools, weather conditions and study time used by students. This factor is seen to also determine the level of student learning success.
3. Learning Approach Factors. The learning approach can be understood as any means or strategy used by students to support the effectiveness and efficiency of certain material learning processes. Muhibin Syah (2002)

From the description above it can be concluded that student achievement in school is relative in nature, meaning that it can change at any time. This happens because student achievement is closely related to the factors that influence it, these factors are interrelated with one another. The shortage of one factor, will be able to influence one's success in learning. Thus, the level of learning achievement achieved by students in schools is supported by internal and external factors as mentioned above.

English learning achievement

Suyanto (2007) emphasized that English learning achievement is a combination of cognitive ability in mastering grammar material and attitudes (affective) in appreciating grammar. Suyanto's opinion explains that students' learning outcomes in English are a combination of cognitive abilities including reading), writing (speaking), speaking (speaking), listening (listening) and the attitude of students in appreciating literature.

The Nature of Student Perception in School Environments

The influence of the school environment in general is positive and does not provide coercion to individuals. Slameto (2003) asserted that external factors that influence learning are family conditions, school conditions and the community environment. It emphasizes that factors in the school environment determine student learning success.

The school is the first educational institution that is very important in determining the success of student learning, therefore a good school environment can encourage learning more actively. The state of the school includes ways of presenting lessons, teacher and student relationships, learning tools and curriculum. The relationship between teachers and students which is not conducive will affect the results of learning.

Moreover, Kartono (1995) argued that the school environment can influence children's learning habits, especially children of their own age. If children of the same age are children who are studious, children will be stimulated to follow in their footsteps. Conversely, if the children around him are a group of naughty children who roam without determining the child can be affected as well.

Thus, it can be said that the school environment shapes the child's personality, because in everyday interactions a child will always adjust himself to the habits in his school environment. Therefore, if a student surrounded by his or her friend who is studious, it is most likely that this will have an effect on him or her, so he or she will behave as his or her friends.

Based on the explanation of the theory above, it can explain students' perceptions about the school environment that students assess about thinking abilities through sensing the school environment that addresses physical requirements, learning convenience, discipline, order, completeness of learning facilities and the relationship between individuals in the school.

The Nature of Learning Interest

Bobbi DePoter & Make Hemacki, (2002) proposed that creating interest is a very good way to motivate yourself to achieve goals. Besides, Ahmadi (2003) argued that interest is the attitude of a person's soul including the three functions of his soul (cognition, conation, emotion) which are aimed at something and in that relationship the strongest feeling element.

Thus, it can be explained that interest can arouse motivation in a person, a person's mental attitude which is a combination of cognition (the effort to recognize something through experienced experience), konasi (good and bad things) and emotions (feelings) and feelings become the dominant element. Interest in certain types of activities. The emergence of interest in someone due to their interest, interest and attention to an object or activity is accompanied by feelings of pleasure, so that if students are interested in something, then they try (motivated) to do something they are interested in, otherwise without interest, it is impossible for someone to do something.

It requires teacher's planning in the teaching and learning process as stated by Arthur L. Wilson and Ronald M. Cervero, (1996) proposing that planners have to be able to read the power and interests in a given planning situation; if they do not, they will not be able to tell whose interests are going to count and how to use their power to negotiate them.

Interest occurs on the first occasion, which gives rise to a strong desire for getting knowledge, it is in line with the statement of Martha T. Dever and Deborah E. Hobbs (2000) asserting that engagement piques curiosity, driving investigation of the topic.

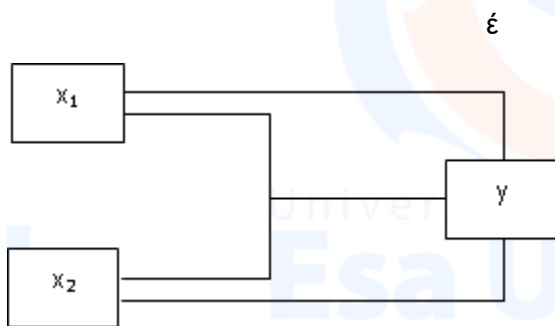
All things considered, learning interest is something that can arouse or encourage someone to be active in learning in achieving the ideals he wants to try to find out a lesson by knowing, following, understanding the lesson, focusing attention, studying harder, and finally achieving the desired achievement. learning interest will lead to attention, facilitate the creation of concentration, prevent distraction from outside attention, strengthen the attachment of learning material in memory, minimize the boredom in studying.

Research Methods

The method used in this present study is survey research with correlational analysis. Survey method is a study that takes a sample from one population and uses a questionnaire as a primary data collection tool. Singarimbun. M. and Sofian Effendi (1995)

The data is used to explain the causal relationship between variables through hypothesis testing. The research variables consist of one dependent variable, it is English learning achievement (Y) with two dependent variables, they are: student's perception of the school environment (X1) and learning interest (X2) then the

constellation model of relationships between variables is presented as follows:



Descriptors:

Independent variable (X1) = Student's Perception of the School Environment

Independent variable (X2) = Learning Interest

Dependent variable (Y) = Student's English learning achievement

ε = Other variables that are not examined

The sample

The research sample was taken randomly (random sampling) in which all members of the population have the same opportunity to be sampled. It is formulated as follow:

$$S = 15\% + \frac{1000 - n}{1000 - 100} \cdot (50\% - 15\%)$$

Number of samples taken

n: Number of members of the population

In this study the number of members of the population was 175 students.

$$S = 15\% + \frac{1000 - 175}{1000 - 100} \cdot 50\% - 15\% = 47,083\% = 0.4708$$

Then the number of samples for this study are:

$175 \times 0.4708 = 82.39$ rounded up to 85 students.

The questionnaire that will be used in this study is a direct questionnaire, consisting of 5 options. With this questionnaire, respondents were asked to choose one of the five answer choices available by giving a check list with criteria:

SS = Strongly Agree (point 5)

S = Agree point (point 4)

RR = Doubtful point (point 3)

TS = Disagree point (point 2)

STS = Strongly Disagree (point 1)

Instrument Validation

The validity of the questionnaire items for learning interest variables is tested using the product moment coefficient (r)

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\}\{n(\sum Y^2) - (\sum Y)^2\}}}$$

Djaali and Pudji Muljono (2008)

rx_y = correlation coefficient

n = number of respondents

X = The score of the questionnaire items whose validity is calculated

Y = Total score

Instrument Reliability

The reliability of the question set for the questionnaire was used the Cronbach Alpha reliability index as in Anas (2007)

$$r_{ii} = \frac{n}{n - 1} \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

r_{ii} = coefficient reliability test

n = Number of items issued in the test

Sti^2 = total variance

$\sum \text{Sti}^2$ = Number of Variance scores for each item

1 = constant number

Results of Instrument Reliability Test X_1

Cronbach's Alpha	N of Items
,980	40

Cronbach's alpha value obtained 0.980 means greater than 0.70, it can be concluded that the instrument of perception in a school environment reliable and can be used as a research instrument.

Results of Instrument Reliability Test X_2

Cronbach's Alpha	N of Items
,980	40

Cronbach's alpha value obtained 0.980 means greater than 0.70, it can be concluded that the instrument of learning interest is reliable and can be used as an research instrument.

Normality test

Normality Test in this study is a parametric normality test using the Liliefors test. Normality test is performed to determine whether the population data is normally distributed or not based on the sample data obtained. In this study the Kolmogorov-Smirnov One Sample test was used using a significance level of 0.05. Data is declared normal if the significance is greater than 5% or 0.05.

The formula used for the Liliefors test is:

Lo: L (observation) or the absolute largest price

F (Z_i): Standard number opportunity

S (Z_i): Proportion of standard numbers

Linearity Test

Linearity test aims to find out whether or not the three variables have a linear relationship significantly. In this study, to determine the linear relationship between Y over X_1 , Y over X_2 , a simple linear regression formula is used as follow:

Test Criteria:

Accept H_0 if $F_h < F_{table}$ and Reject H_0 if $F_h > F_{table}$.

Multicollinearity Test

Multicollinearity Test is a test conducted to find out whether there is a strong correlation between the independent variables studied. If there is multicollinearity or there is a strong correlation between the independent variables, then analysis with multiple regression is not feasible.

There are two ways to test multicollinearity, they are:

1. Compare the coefficient of determination. If $r^2 > R^2$, then H_0 is accepted or multicollinearity occurs. If $r^2 < R^2$, then H_0 is rejected or multicollinearity does not occur.
2. See Tolerance and VIF values. If tolerance < 0.1 and $VIF > 10$, then H_0 is accepted or multicollinearity occurs. If Tolerance > 0.1 and $VIF < 10$, then H_0 is rejected or multicollinearity does not occur.

Heteroscedasticity Test

There are two ways to test heteroscedasticity, they are:

1. Correlating between independent variables with residuals. If the correlation $\text{sig} > 0.05$, then heteroscedasticity does not occur

and if the correlation sig <0.05, heteroscedasticity occurs.

2. Look at the dot patterns on the regression graph. If there is no specific pattern, heteroscedasticity does not occur, if there is a certain pattern (wavy, widening) heteroscedasticity occurs.

Multiple Linear Regression Analysis

Multiple Linear Regression Analysis is a linear relationship between two or more independent variables (X1, X2, ... Xn) with the dependent variable (Y). This analysis is to determine the direction of the relationship between the independent variable with the dependent variable whether each independent variable is positively or negatively related.

The Equation of Multiple Linear Regression is as follows:

$$\hat{Y} = a + bX_1 + bX_2 + \dots + b_n X_n$$

\hat{Y} = Dependent variable

X1 and X2 = Independent variables

a = Constant (value \hat{Y} if X1, X2 Xn = 0)

b = Regression Coefficient

Test the regression coefficients together (F test)

This test is used to determine whether the independent variables X1 and X2 together affect the dependent variable (Y). Or to find out whether the regression model can be used to predict the dependent variable or not. F count can be found using the following formula:

$$F_{hitung} = \frac{R^2}{(1-R^2) \frac{k}{(n-k-1)}}$$

R2 = coefficient of determination

N = Amount of data

k = Number of independent variables

In this study, testing was carried out with SPSS using Test for Linearity with a significance level of 0.05. The three variables are said to have a linear relationship if the significance (linearity) is less than 0.05.

Statistical Hypothesis

$$1. H_0: \beta_1 = \beta_2 = 0$$

$$H_1: \beta_1 \neq \beta_2 \neq 0$$

Meaning:

H0: There is no effect between students' perceptions on the school environment (X1) and learning interest (X2) together on English learning achievement (Y)

H1: There is an effect between students' perceptions of the school environment (X1) and learning interest (X2) together on English learning achievement (Y)

$$2. H_0: \beta_1 = 0$$

$$H_1: \beta_1 \neq 0$$

Meaning:

H0: There is no effect between students' perceptions of the school environment (X1) on English learning achievement (Y)

H1: There is an effect between students' perceptions of the school environment (X1) on English learning achievement (Y)

$$3. H_0: \beta_2 = 0$$

$$H_1: \beta_2 \neq 0$$

Meaning:

H0: There is no effect between learning interest (X2) on English learning achievement in (Y)

H1: There is an effect between learning interest (X2) on English learning achievement (Y)

Research Results

Data from English Learning Achievement (Y)

Table. 1

Descriptive statistics on Learning Achievement variables

Statistics		
YPrestasiBahasaInggris		
N	Valid	85
	Missing	0
Mean		58,022
Std. Error of Mean		1,3451
Median		57,050
Mode		70,0
Std. Deviation		12,4010
Variance		153,785
Range		52,9
Minimum		37,1
Maximum		90,0
Sum		4931,9
Percentiles	25	49,640
	50	57,050
	75	65,055

From the results of the study of descriptive statistical calculations through calculations with the help of SPSS 22 English Learning Achievement obtained an average value of 58.022 with a middle value of 57.05. Descriptive statistics also include a sample variance of 153.785 and a standard deviation of 12.401.

Table. 2 Descriptive Statistics of Perception in School Environments

Statistics		
X1PerspPadaLingkungan		
N	Valid	85
	Missing	0
Mean		55,202
Std. Error of Mean		1,1160
Median		54,790
Mode		49,6 ^a
Std. Deviation		10,2894
Variance		105,871
Range		43,0
Minimum		37,7
Maximum		80,7
Sum		4692,2
Percentiles	25	49,800
	50	54,790
	75	60,760

Based on the results of the descriptive statistical calculation of the Perception variable data in the school environment as presented in Table 2, the average value of 55.202 is the median value of 54.79 while the most frequently occurring value is 49.6. The value of the sample variance is 105.871 with a standard deviation of 10.2894.

Results Learning Interest Data (X2)

Data from the measurement of learning interest is obtained through questionnaire distribution so that the data obtained in the form of ordinal data so that before processing statistical data is converted into interval data, then processed with the SPSS 22 program the following results are obtained:

Table. 3

Descriptive Data of Learning Interest

Statistics

X2Minat		
N	Valid	85
	Missing	0
Mean		56,644
Std. Error of Mean		1,3026
Median		55,760
Mode		45,0 ^a
Std. Deviation		12,0090
Variance		144,215
Range		52,9
Minimum		37,1
Maximum		90,0
Sum		4814,7
Percentiles	25	49,640
	50	55,760
	75	61,725

Table. 4 Normality Test

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		X1PerspPada Lingkungan	X2Minat	YPrestasiBah asalnggris
N		85	85	85
Normal Parameters ^{a,b}	Mean	55,202	56,644	58,022
	Std. Deviation	10,2894	12,0090	12,4010
Most Extreme Differences	Absolute	,087	,096	,072
	Positive	,087	,096	,063
	Negative	-,083	-,059	-,072
Test Statistic		,087	,096	,072
Asymp. Sig. (2-tailed)		,158 ^c	,052 ^c	,200 ^{c,d}

a. Test distribution is Normal.

Normality Test

This test is carried out to determine whether or not the data is in normal distribution. It used Lilifors (Kolmogorov-Sumirnov) test at a significance level $\alpha = 0.05$.

From the SPSS data processing for variable X1 (Perception on school circles) sig value is $0.158 > 0.05$ so it can be concluded that the data on Perception variables on school circles is normally distributed. For Learning Interest data obtained sig value of $0.052 > 0.05$ so that it can be concluded that Learning Interest variable data is normally distributed, while Learning Achievement data has a sig value of $0.200 > 0.05$, it can also be concluded that Learning Achievement variable data is normally distributed.

Linear test between X1 and Y

Table. 5

Variable Linearity Test Table X1 against Y

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
YPrestasiBahasalnggris * X1PerspPadaLingkungan	Between Groups (Combined)	10042,461	57	176,184	1,654	,077
	Linearity	2533,520	1	2533,520	23,789	,000
	Deviation from Linearity	7508,940	56	134,088	1,259	,260
Within Groups		2875,504	27	106,500		
Total		12917,964	84			

It can be seen that the significance value at linearity is 0,000, because the significance is less than 0.05, it can be concluded that between the Perception variable in the school environment with the Learning Achievement variable there is a linear relationship.

Linear Test between X2 and Y

Table. 6

Linearity Test Table X2 against Y

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
YPrestasiBahasalnggris * X2Mminat	Between Groups (Combined)	11093,711	58	191,271	2,726	,003
	Linearity	8045,746	1	8045,746	114,671	,000
	Deviation from Linearity	3047,965	57	53,473	,762	,805
Within Groups		1824,253	26	70,164		
Total		12917,964	84			

It can be seen that the significance value at linearity is 0,000, because the significance is less than 0.05, it can be concluded that between the variable Interest in Learning with the variable Learning Achievement in English there is a linear relationship.

Multicollinearity Test

Multicollinearity testing is carried out with the help of SPSS 22, with the test criteria, two independent variables are said to not occur multicollinearity if the tolerance value > 0.1 and VIF < 10. From the results of SPSS 22 calculation the output is as follows:

Table. 7

Multicollinearity Test Table

Collinearity Statistics

Tolerance	VIF
,909	1,100
,909	1,100

From the calculation results obtained in table 7, tolerance values obtained $0.909 > 0.1$ and a VIF value of $1.100 < 10$ so it can be concluded that between the independent variables Perception of school circles and Learning Interest does not occur multicollinearity.

Heteroscedasticity Test

It was carried out with the help of SPSS 22 with criteria if the correlation sig > 0.05 did not occur heteroscedasticity and if the value of the correlation sig < 0.05 heteroscedasticity occurred.

From the SPSS process the following output is obtained:

Table. 8

Heteroscedasticity Test Table

Correlations

		X1PerspPadaLingkungan	X2Mminat	Unstandardized Residual
Spearman's rho	X1PerspPadaLingkungan	Correlation Coefficient	1,000	,464**
		Sig. (2-tailed)	.	,000
		N	85	85
X2Mminat	X2Mminat	Correlation Coefficient	,464**	1,000
		Sig. (2-tailed)	,000	.
		N	85	85
Unstandardized Residual	Unstandardized Residual	Correlation Coefficient	-,109	-,006
		Sig. (2-tailed)	,321	,953
		N	85	85

** Correlation is significant at the 0.01 level (2-tailed).

From Table 8, for the Perception variable in the school environment, a sig value of 0.321 is greater than 0.05 ($sig\ 0.321 > 0.05$), so it can be concluded that there is no heteroscedasticity and for the variable Interest in Learning, a sig value of

0.953 is greater than 0.05 (sig 0.953 > 0, 05) it can be concluded that heteroscedasticity does not occur.

Research Hypotheses Testing

The results of calculation and hypothesis testing can be seen in the following table:

Table. 9
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.818 ^a	.669	.661	7,2231	.669	82,799	2	82	.000

a. Predictors: (Constant), X2Minat, X1PerspPadaLingkungan

b. Dependent Variable: YPrestasiBahasalnggris

Table. 10
Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.869	5,004		.174	.863
	X1PerspPadaLingkungan	.271	.080	.225	3,374	.001
	X2Minat	.745	.069	.721	10,818	.000

a. Dependent Variable: YPrestasiBahasalnggris

Table. 11
Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8639,761	2	4319,880	82,799	.000 ^b
	Residual	4278,203	82	52,173		
	Total	12917,964	84			

a. Dependent Variable: YPrestasiBahasalnggris

b. Predictors: (Constant), X2Minat, X1PerspPadaLingkungan

From the results of the correlation and regression tests, it can be concluded that there is an effect of students' perceptions on the school environment and learning interest together towards English Learning Achievement.

From the results of regression testing and looking at the regression line equation model, it can be concluded that there is a significant influence of students' perceptions on the school environment (X1) towards English Learning Achievement (Y).

From the results of regression testing and looking at the regression line equation model, it can be concluded that there is a significant influence of Learning Interest (X2) on English Learning Achievement (Y).

Discussion of Research Results

The results showed the influence of students' perceptions on the school environment on English Learning Achievement. Every increase of one unit of student perception in the school environment is followed by an increase in English Learning Achievement of 0.271 units with the variable Interest in Learning unchanged.

Theresults also showed the influence of Learning Interest on English Learning Achievement. Every increase of one unit of student perception in the school environment is followed by an increase in English Learning Achievement by 0.745 units with the variable student perception in the school environment unchanged.

Furthermore, students' perception variables in the school environment and Learning Interest variables together significantly influence English Learning Achievement. Every increase of one unit of student perception in the school environment and at the same time an increase in one unit of Interest in Learning is followed by an increase in English Learning Achievement of 1,016 units.

Furthermore, if examined more deeply based on the partial correlation coefficient (partial correlation) which shows that the correlation between the

dependent with one of the other independent variables. Or the correlation between the dependent variable with one of the independent variables, after the effect of the linear relationship the other variables have been removed from both. Furthermore, part correlation is also calculated to show that the correlation between the dependent variable and one of the independent variables, after the effect of the linear relationship of other variables has been removed from the independent variable. Part correlation is also called semi partial correlation.

Table. 12

Zero Order, Partial and Part Correlation Coefficients

Model	Correlations		
	Zero-order	Partial	Part
1 (Constant)			
X1PerspPadalLingkungan	,443	,349	,214
X2Minat	,789	,767	,688

It shows that the correlation between English Learning Achievement with students' perceptions in the school environment is equal to 0.443 which indicates a moderate level of correlation. Furthermore, if seen from the partial correlation coefficient, the numbers are smaller. This figure is the correlation coefficient number after the influence of the variable Interest in Learning is eliminated from the linear relationship between variables Learning Achievement in English. This figure shows the actual correlation coefficient number in the relationship between the dependent variable Learning Achievement in English with independent variables Student perception on the school environment and Interest Learn.

It also shows that the correlation between English Learning Achievement with Interest in Learning is equal to 0.789 which shows the level of correlation is quite strong. This figure is the number of

correlation coefficients after the influence of the student perception variable on the school environment is removed from the linear relationship between the English Learning Achievement variable and the Learning Interest variable. This figure shows the actual correlation coefficient in the relationship between the dependent variable Learning Achievement in English with independent variables Students' perceptions of the school environment and Interest in Learning.

Furthermore, by looking at the value of the part correlation for students' perception variables in the school environment 0.214 and for Learning Interest variables 0.688. So, based on table 12, it shows that the two independent variables significantly influence.

Based on the analysis above, it shows that there is a significant effect on students' perception variables in the school environment and Learning Interest together towards English Learning Achievement.

Conclusions

Based on the results of data analysis and hypothesis testing in this present study, it can be concluded as follows: There have been a significant effect jointly on Perception on School Environment and Learning Interests on English Language Learning Achievement of Mahadhika 4 Jakarta Vocational High School students. It is proven by an F count of 82.799 and sig = 0.000 <0.05.

There has been a significant effect of Perception on School Environment on the English Language Learning Achievement of Mahadhika 4 Jakarta Vocational High School students. It is proven by the t value of 3.374 and sig = 0.000 <0.05.

There has been a significant effect of Learning Interest on English Learning Achievement of Mahadhika 4 Jakarta Vocational High School students. It is

proven by the t value of 10.818 and sig = 0.000 < 0.05.

Suggestions

Based on the conclusions and research implications, the following suggestions are put forward: Perceptions of the School Environment and Learning Interest give effect jointly on the English Learning Achievement of Vocational High School students, so schools should improve the comfort of the environment so that students' views of the school improve and will affect students' interest in learning. This will improve learning achievement, especially in English.

Schools should continue to improve school facilities and infrastructure as well as the quality of learning so that students' perceptions of the school environment increase, this is because students' perceptions in the School Environment affect the English Learning Achievement of Vocational High School students.

Based on the results of research learning interest affected the Learning Achievement of English Vocational High School students, with this fact, schools should continuously provide training to increase student interest in learning.

Many things can be done by students in improving English Learning Achievement, including by increasing Perception of the School Environment.

Another factor that can improve students' English Learning Achievement is by increasing Learning Interest. High interest in learning makes students able to come up with ideas of creativity in generating English Learning Achievement.

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