

**THE INFLUENCE OF STUDENTS' EDUCATIONAL  
BACKGROUND ON THEIR ACHIEVEMENT  
IN LEARNING ENGLISH**

**SKRIPSI**



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**UNIVERSITAS BOSOWA MAKASSAR**

**2018**

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BACKGROUND ON THEIR ACHIEVEMENT  
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**Submitted to the Faculty of Teacher Training and Education in Partial  
of Fulfillment of the Requirements for the Sarjana Degree**

**BOSOWA**

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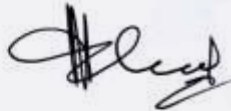
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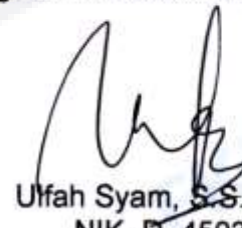
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*The Influence of Students' Educational Background on Their Achievement In Learning English*" beserta seluruh isinya adalah benar-benar karya saya sendiri bukan karya hasil plagiat. Saya siap menanggung risiko, sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 5 September 2018

Yang membuat pernyataan



Achmad Fajar Muhammad

## Abstract

Achmad Fajar Muhammad. 2018, The Influence of Students' Educational Background to Their Achievement in Learning English; (A Comparative Study at the Sixth Semester Students of English Education Department Universitas Bosowa, Skripsi, English Education Department, Faculty of Teachers' Training and Education.(Supervised by Muliati and Restu January Hamid),

This research generally attempts to see whether students' educational background influence students' achievement in learning English at the sixth semester students of English Education Department Universitas Bosowa Makassar academic year 2017/2018.

To know students' educational background, collecting data used questionnaire. The method used comparative study by comparing students' achievement on students from State School and Private School backgrounds. As the qualitative method, the data was analyzed by using t-test. The result of the research showed that there was a significant influence of students educational background between the students from the State school and the Private school.

The result of data analysis showed variable X1 and X2 using t-test showed that the value of (t observation) show the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Therefore, it can be concluded that students from state school have a good score compared than students from private school.

**Keywords** : Students' Ability, State school, Educational Background, Private school.

## ABSTRAK

Achmad Fajar Muhammad,. 2018, The Influence of Students' Educational Background to Their Achievement in Learning English; (A Comparative Study at the Sixth Semester Students of English Education Department Universitas Bosowa, Skripsi, Program Studi Pendidikan Bahasa Inggris.(Dibimbing oleh Muliati, dan Restu January Hamid)

Penelitian ini bertujuan untuk mengetahui apakah latar belakang pendidikan mahasiswa semester enam Pendidikan Bahasa Inggris Universitas Bosowa Makassar tahun akademik 2017/2018 berpengaruh terhadap kemampuan mereka dalam belajar bahasa Inggris.

Untuk mengetahui latar belakang pendidikan mahasiswa tersebut, penulis membagikan kuesioner kepada mahasiswa semester enam jurusan Pendidikan Bahasa Inggris satu kelas. Kemudian untuk mengetahui apakah latar belakang pendidikan mahasiswa berpengaruh atau tidak, penelitian dilakukan dengan studi komparasi dengan membandingkan nilai mahasiswa yang berlatar belakang pendidikan Sekolah Negeri dan Sekolah Swasta. Sebagaimana metode kualitatif, penulis menganalisis data dengan menggunakan Rumus uji T. Hasilnya menunjukkan bahwa ada pengaruh dari perbedaan latar belakang pendidikan antara mahasiswa berlatar belakang Sekolah Negeri, dan Sekolah Swasta.

Hasil analisa data dari kedua variabel tersebut (variabel X1 dan X2) dengan menggunakan rumus T-test menunjukkan bahwa nilai Ho di tolak dan nilai Ha diterima. Dengan demikian dapat disimpulkan bahwa mahasiswa berlatar belakang dari sekolah negeri mempunyai nilai lebih tinggi dari pada mahasiswa berlatar belakang sekolah swasta

**Kata Kunci** : Kemampuan Siswa, Sekolah negeri, Latar Belakang Pendidikan, Sekolah swasta.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Alhamdulillah by the grace of Allah the Highest, the writer could finish him research paper after long hard effort of writing. Thus, he would like to express her greatest gratitude to her beloved parents (Muhammad Tang and Muttamirati) and whole family the perpetual resort of precious love, care and sustenance who always pray and motivate him in every part of him life.

This reseach paper is presented to the Department of English Education, Faculty of Teachers Training and Education, Universitas Bosowa as partial fulfillment of the requirment for the Degree of Strata 1 (S.Pd.)

The first supervisor is Muliati, S.Pd., M.Hum., M.Ed and the second supervisor is Restu Januarty Hamid, S.Pd.I., M.Pd for their patiently guidance, kindness, valuable advice, suggestion and correction during the development of this research. He also aimed to thank to Dr. Asdar, M.Pd, the Dean of Faculty of Teachers' Training and Education.

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The writer hopes his paper will be useful to its reader, but he also realized that this research needs comperetion and suggestion, Therefore. It is a pleasure for him to accept the constructive critics and suggestion from anyone who read this paper.

Makassar, 5 August 2018

Achmad Fajar Muhammad



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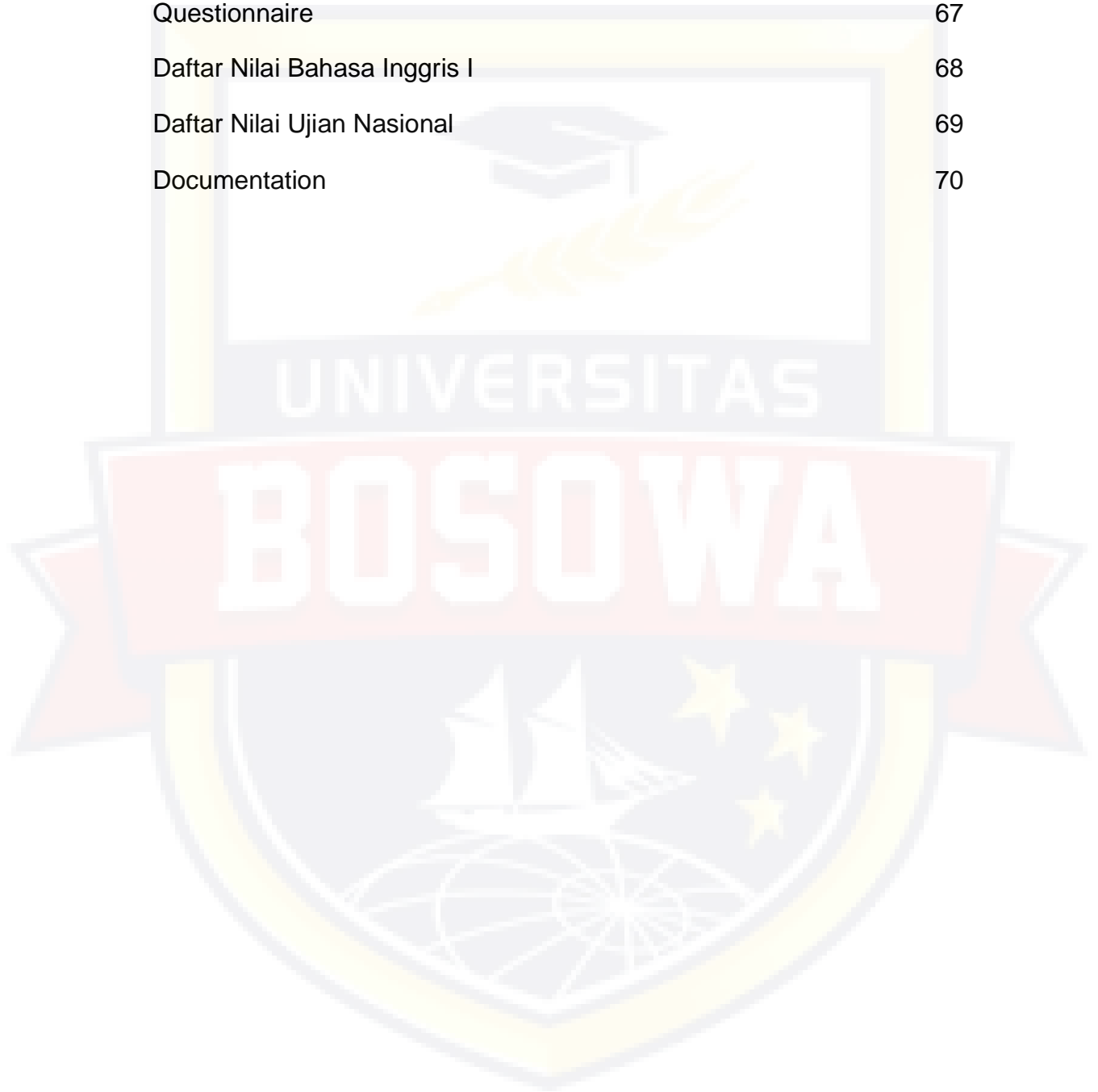
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## CHAPTER I

### INTRODUCTION

#### A. Background

English is learned by people around the world for many purposes. According to Harmer, (2011), some people study English because they think it offers a chance for advancement in their professional life. They will get a better job if they master two languages than if they only know their mother tongue. Some others need it because they live in other countries and English as a medium of communication. Some students need it because most books around the world are written in English, and probably the greatest numbers of students learn English because it is on the school curriculum. There are many other possible reasons for learning English because English has a special position since it has become the international language of communication.

In relation to the opinion above, the writer will be looked that, as an international language, English is the largest language will be used by people. As a lingua franca in the international world, English becomes the primary presupposition in order to communicate well among human all over the world. Mastering English may give any chance to have better understanding both national and international relationships. With English ability, people can share such as information, experience, culture, and build international relationship; people can learn other countries, other

languages, even live in any countries. English is a bridge to the world because there are many possibilities can be done by English. Thus, English is an important foreign language to be learned.

The government enhances the quality of education in Indonesia particularly in learning English. Quoted according to Ali (2010), The government of Indonesia encourages and welcomes to the globalization era in which English plays an important role in the field of science and technology, socio-political relations, and economical growth.

According to Harmer, (2008), encouragement takes the form of the 1998 official policy issued by the Ministry of Education and Culture which allows English to be use as a medium of instructions especially at the tertiary level. Since then many educational institutions, even at the primary level, have been competing in serving an English only environment in their institutions.

Therefore, the government and private institution are struggling to develop teaching and learning process of English in Indonesia including to improve the teachers' competence.

Some universities provide a faculty of teachers' training including the English Education Department. One of them is Bosowa University, Makassar. The faculty is divided into some departments, and one of them is English Education Department which prepares and trains students to be English teachers. They are taught not only how to teach, but also how to understand English itself. However, English as a foreign language is a

complex language to be learned because English has many components, such as grammar, sound, and vocabulary. As stated by Harmer, (2011), that knowing a language is not just a matter of having grammatical competence, it needs to know how the words are formed and pronounced, how to produce the sentences, and how they operate and change. The Communicative competence such as understanding of what language is appropriate in certain situation, and also knowing structure, discourse such as knowledge of organizational sequence which enables us to order what we say and write are also important. Moreover, English in Indonesia is as a foreign language which students are not common to use it.

As stated on the book "In Touch" compared to an English as a second language (ESL) context, learning English in the EFL setting needs more effort and persistence due to the lack of opportunity to use the target language.

A student perhaps has already known about certain materials, but some others do not have known yet. A student who has background knowledge about the material is going to learn will be easy to understand about the lesson and must be ready to learn further about the lesson. In other hand, a student who has lack of background knowledge will find difficulties to understand the lesson, and they are unready to learn higher level.

The students' background knowledge is closely related to their previous study which is taken place at school where they study. One



school is different from other schools; some schools perhaps have good programs and good teacher that lead students to have enough knowledge, and some others perhaps do not have. Thus, a school has important part to determine students' competence, and it influences learning process when they continue their study at university.

Moreover there are schools which characteristically different, as the students who take English department come from many kinds of schools. Commonly they have graduated from general schools, Islamic school, and vocational school. In Indonesia, general school is commonly called **SMA (State School)**, **MA (Private School)**,. The different characteristics of students, of course, color every class in this case English Education Department, and there is no specification of classes based on educational background.

Even though they are from the same grade (secondary level), but they are characteristically different. As stated in the Act of the Republic of Indonesia on National Education System that students from general school are prepared for high education, and vocational students are prepared to work. Meanwhile students from Islamic based school are required to have religious knowledge. MA (State School) student has lesson burden more than SMA (State School) because their focus is not only general lesson, but also religious subject. According to Ministry of religious affair, MA (Private School) is a school which Islamic lesson is the main subject learned beside general lessons. Thus, automatically their focus is not only

in general subject, but religious subject cannot be overlooked. Based on those different characteristic, each school has different student who has different ability and language level. The students' differences will be an obstacle in learning process, and it influences their achievement.

This statement supported by the updated research found on the book "What Works in Schools" (2010) indicates that effective schools generally have fairly substantial impact on student achievement "the finding from studies that use appropriate students achievement measure provide strong evidence for the differential effectiveness of school; differences in school characteristics do contribute to differences in achievement".

Based on the description above, the writer is interested in analysing the students' educational background and its influences on students' achievement in learning English. This research is conducted at the English Department of Universitas Bosowa .

### **B. The Research Question**

Based on the description above, the writer formulates the study that is discussed on the Skripsi is: "Does the students' educational background influence in English learning achievement students'of the sixth semester at Universitas Bosowa?"

### **C. The Objective of Study**

To know the influence of students educational background in learning English.

#### **D. Scope of the Study**

The researcher limits the problem on analyzing educational background of the English Department at Universitas Bosowa in learning English achievement.

#### **E. The Significance of the Study**

The significance of this research are expected as following contribution to:

1. Students

As a way to decide in learning English

2. Teachers

As a consideration in teaching english in different educational background.

3. Future Researcher

As a reference for the future researchers and as a consideration in conducting research in the same topic.

4. Policy maker

As a reference in curriculum designing and as well designing syllabus.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous Research Studies

David Newhouse and Kathleen Beegle was about comparing students academic achievement based on schools types in Indonesia. They compared public, private, and secular schools both Islamic and non-Islamic based schools. He focused on how the type of school attended by junior secondary school students influences their academic achievement.

The research conducted in several steps. First they analyzed elementary students scores to know how their scores determine students choice of school type. Second they analyzed students scores on the national test (Ebtanas) of junior secondary schools to know the effect of school type on academic achievement.

The junior secondary school sample consists of 2,733 respondents who were interviewed within a year of their junior secondary school graduation. The elementary school sample consists of 1,948 students who are in the junior secondary school sample and were also interviewed in a previous round of the survey.

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The names for these schools vary by country

(discussed in the Regional section below) but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught, is commonly called a university college or university (but these higher education institutions are usually not compulsory).

In addition to these core schools, students in a given country may also attend schools before and after primary and secondary education. Kindergarten or pre-school provide some schooling to very young children (typically ages 3–5). University, vocational school, college or seminary may be available after secondary school. A school may be dedicated to one particular field, such as a school of economics or a school of dance. Alternative schools may provide nontraditional curriculum and methods.

There are also non-government schools, called private schools. Private schools may be required when the government does not supply adequate, or special education. Other private schools can also be religious, such as Christian schools, madrasa, hawzas (Shi'a schools), yeshivas (Jewish schools), and others; or schools that have a higher standard of education or seek to foster other personal achievements. Schools for adults include institutions of corporate training, military education and training and business schools.

In home schooling and online schools, teaching and learning take place outside a traditional school building. Schools are commonly organized in several different organizational models, including

departmental, small learning communities, academies, integrated, and schools-within-a-school.

## **1. History and development**

The concept of grouping students together in a centralized location for learning has existed since Classical antiquity. Formal schools have existed at least since ancient Greece (see Academy), ancient Rome (see Education in Ancient Rome) ancient India (see Gurukul), and ancient China (see History of education in China). The Byzantine Empire had an established schooling system beginning at the primary level. According to Traditions and Encounters, the founding of the primary education system began in 425 AD and "... military personnel usually had at least a primary education. The sometimes efficient and often large government of the Empire meant that educated citizens were a must. Although Byzantium lost much of the grandeur of Roman culture and extravagance in the process of surviving, the Empire emphasized efficiency in its war manuals. The Byzantine education system continued until the empire's collapse in 1453 AD.

In Western Europe a considerable number of cathedral schools were founded during the Early Middle Ages in order to teach future clergy and administrators, with the oldest still existing, and continuously operated, cathedral schools being The King's School, Canterbury (established 597 CE), King's School, Rochester (established 604 CE), St Peter's School, York (established 627 CE) and Thetford Grammar School (established

631 CE). Beginning in the 5th century CE monastic schools were also established throughout Western Europe, teaching both religious and secular subjects.

Islam was another culture that developed a school system in the modern sense of the word. Emphasis was put on knowledge, which required a systematic way of teaching and spreading knowledge, and purpose-built structures. At first, mosques combined both religious performance and learning activities, but by the 9th century, the madrasa was introduced, a school that was built independently from the mosque, such as al-Qarawiyyin, founded in 859 CE. They were also the first to make the Madrasa system a public domain under the control of the Caliph.

Under the Ottomans, the towns of Bursa and Edirne became the main centers of learning. The Ottoman system of Külliye, a building complex containing a mosque, a hospital, madrasa, and public kitchen and dining areas, revolutionized the education system, making learning accessible to a wider public through its free meals, health care and sometimes free accommodation.

In Europe, universities emerged during the 12th century; here, scholasticism was an important tool, and the academicians were called schoolmen. During the Middle Ages and much of the Early Modern period, the main purpose of schools (as opposed to universities) was to teach the Latin language. This led to the term grammar school, which in the United

States informally refers to a primary school, but in the United Kingdom means a school that selects entrants based on ability or aptitude. Following this, the school curriculum has gradually broadened to include literacy in the vernacular language as well as technical, artistic, scientific and practical subjects.

Obligatory school attendance became common in parts of Europe during the 18th century. In Denmark-Norway, this was introduced as early as in 1739-1741, the primary end being to increase the literacy of the almue, i.e. the "regular people".<sup>[5]</sup> Many of the earlier public schools in the United States and elsewhere were one-room schools where a single teacher taught seven grades of boys and girls in the same classroom. Beginning in the 1920s, one-room schools were consolidated into multiple classroom facilities with transportation increasingly provided by kid hacks and school buses

## **2. National Terms**

### **a. United Kingdom and Commonwealth of Nations**

In the United Kingdom, the term school refers primarily to pre-university institutions, and these can, for the most part, be divided into pre-schools or nursery schools, primary schools (sometimes further divided into infant school and junior school), and secondary schools. Various types of secondary schools in England and Wales include grammar schools, comprehensives, secondary moderns, and city academies. In Scotland, while they may have different names, all Secondary schools are the same,



except in that they may be funded by the state, or independently funded (see next paragraph). It is unclear if "Academies", which are a hybrid between state and independently funded/controlled schools and have been introduced to England in recent years, will ever be introduced to Scotland. School performance in Scotland is monitored by Her Majesty's Inspectorate of Education. Ofsted reports on performance in England and Estyn reports on performance in Wales.

In the United Kingdom, most schools are publicly funded and known as state schools or maintained schools in which tuition is provided free. There are also private schools or independent schools that charge fees. Some of the most selective and expensive private schools are known as public schools, a usage that can be confusing to speakers of North American English. In North American usage, a public school is one that is publicly funded or run. In much of the Commonwealth of Nations, including Australia, New Zealand, India, Pakistan, Bangladesh, Sri Lanka, South Africa, Kenya, and Tanzania, the term school refers primarily to pre-university institutions.

#### b. India

In ancient India, schools were in the form of Gurukuls. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. During the Mughal rule, Madrasahs were introduced in India to educate the children of Muslim parents. British records show that indigenous education was widespread in the 18th

century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. Under the British rule in India, Christian missionaries from England, USA and other countries established missionary and boarding schools throughout the country. Later as these schools gained in popularity, more were started and some gained prestige. These schools marked the beginning of modern schooling in India and the syllabus and calendar they followed became the benchmark for schools in modern India. Today most of the schools follow the missionary school model in terms of tutoring, subject / syllabus, governance etc. with minor changes. Schools in India range from schools with large campuses with thousands of students and hefty fees to schools where children are taught under a tree with a small / no campus and are totally free of cost. There are various boards of schools in India, namely Central Board for Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), Madrasa Boards of various states, Matriculation Boards of various states, State Boards of various boards, Anglo Indian Board, and so on. The typical syllabus today includes Language(s), Mathematics, Science — Physics, Chemistry, Biology, Geography, History, General Knowledge, Information Technology / Computer Science etc.. Extra curricular activities include physical education / sports and cultural activities like music, choreography, painting, theater / drama etc.

### c. Europe

In much of continental Europe, the term school usually applies to primary education, with primary schools that last between four and nine years, depending on the country. It also applies to secondary education, with secondary schools often divided between Gymnasiums and vocational schools, which again depending on country and type of school educate students for between three and six years. In Germany students graduating from Grundschule are not allowed to directly progress into a vocational school, but are supposed to proceed to one of Germany's general education schools such as Gesamtschule, Hauptschule, Realschule or Gymnasium. When they leave that school, which usually happens at age 15-19 they are allowed to proceed to a vocational school. The term school is rarely used for tertiary education, except for some upper or high schools (German: Hochschule), which describe colleges and universities.

In Eastern Europe modern schools (after World War II), of both primary and secondary educations, often are combined, while secondary education might be split into accomplished or not. The schools are classified as middle schools of general education and for the technical purposes include "degrees" of the education they provide out of three available: the first — primary, the second — unaccomplished secondary, and the third — accomplished secondary. Usually the first two degrees of education (eight years) are always included, while the last one (two years)

gives option for the students to pursue vocational or specialized educations.

d. North America and the United States

In North America, the term school can refer to any educational institution at any level, and covers all of the following: preschool (for toddlers), kindergarten, elementary school, middle school (also called intermediate school or junior high school, depending on specific age groups and geographic region), high school (or in some cases senior high school), college, university, and graduate school.

In the United States, school performance through high school is monitored by each state's department of education. Charter schools are publicly funded elementary or secondary schools that have been freed from some of the rules, regulations, and statutes that apply to other public schools. The terms grammar school and grade school are sometimes used to refer to a primary school.

e. Africa

In Western Africa, the term school can refer to “bush” schools, Quranic schools, or apprenticeships. These schools include formal and informal learning. Bush schools are training camps that pass down cultural skills, traditions, and knowledge to their students. Bush schools are semi similar to traditional western schools because they are separated from the larger community. These schools are located in forests outside of the towns and villages, and the space used is solely for these schools. Once the students

have arrived in the forest, they are not allowed to leave until their training is complete. Visitors are absolutely prohibited from these areas. Instead of being separated by age, Bush schools are separated by gender. Women and girls are not allowed to enter the territory of the boys' bush school and vice versa. Boys receive training in cultural crafts, fighting, hunting, and community laws among other subjects. Girls are trained in their own version of the boys' bush school. They practice domestic affairs such as cooking, childcare, as well as how to be a good wife. Their training is focused on how to be a proper woman by societal standards.

Qur'anic schools are the principle way of teaching the Quran and knowledge of the Islamic faith. These schools also fostered literacy and writing during the time of colonization. Today, the emphasis is on the different levels of reading, memorizing, and reciting the Quran. Attending a Qur'anic school is how children become recognized members of the Islamic faith. Children often attend state schools and a Qur'anic school. In Mozambique, specifically, there are two kinds of Qur'anic schools. They are the tariqa based and the Wahhabi based schools. What makes these schools different is who controls them. Tariqa schools are controlled at the local level while the Wahhabi are controlled by the Islamic Council. Within the Qur'anic school system, there are levels of education. They range from a basic level of understanding, called chuo and kioni in local languages, to the most advanced which is called ilimu.

### **3. Ownership and operation**

Many schools are owned or funded by states. Private schools operate independently from the government. Private schools usually rely on fees from families whose children attend the school for funding; however, sometimes such schools also receive government support (for example, through School vouchers). Many private schools are affiliated with a particular religion; these are known as parochial schools

### **4. Starting a school**

The Toronto District School Board is an example of a school board that allows parents to design and propose new schools.

When designing a school, factors that need to be decided include.

- Goals: What is the purpose of education, and what is the school's role?
- Governance: Who will make which decisions?
- Parent involvement: In which ways are parents welcome at the school?
- Student body: Will it be, for example, a neighbourhood school or a specialty school?
- Student conduct: What behaviour is acceptable, and what happens when behaviour is inappropriate?
- Curriculum: What will be the curriculum model, and who will decide on curricula?

## 5. Components of most schools

Schools are organized spaces purposed for teaching and learning. The classrooms, where teachers teach and students learn, are of central importance. Classrooms may be specialized for certain subjects, such as laboratory classrooms for science education and workshops for industrial arts education.

Typical schools have many other rooms and areas, which may include:

- Cafeteria (Commons), dining hall or canteen where students eat lunch and often breakfast and snacks.
- Athletic field, playground, gym, and/or track place where students participating in sports or physical education practice
- School yards, that is, all-purpose playfields typically in elementary schools, often made of concrete, although some are being transformed into environmentally friendly teaching gardens by landscape artists such as Sharon Gamson Danks.
- Auditorium or hall where student theatrical and musical productions can be staged and where all-school events such as assemblies are held
- Office where the administrative work of the school is done
- Library where students ask librarians reference questions, check out books and magazines, and often use computers

- Computer labs where computer-based work is done and the internet accessed

## **6. Security**

To curtail violence, some schools have added CCTV surveillance cameras. This is especially common in schools with gang activity or violence.

The safety of staff and students is increasingly becoming an issue for school communities, an issue most schools are addressing through improved security. Some have also taken measures such as installing metal detectors or video surveillance. Others have even taken measures such as having the children swipe identification cards as they board the school bus. For some schools, these plans have included the use of door numbering to aid public safety response. Other security concerns faced by schools include bomb threats, gangs, and vandalism.

## **7. Health services**

School health services are services from medical, teaching and other professionals applied in or out of school to improve the health and well-being of children and in some cases whole families. These services have been developed in different ways around the globe but the fundamentals are constant: the early detection, correction, prevention or amelioration of disease, disability and abuse from which school-aged children can suffer.



## **8. Online schools and classes**

Some schools offer remote access to their classes over the Internet. Online schools also can provide support to traditional schools, as in the case of the School Net Namibia. Some online classes also provide experience in a class, so that when people take them, they have already been introduced to the subject and know what to expect, and even more classes provide High School/College credit allowing people to take the classes at their own pace. Many online classes cost money to take but some are offered free.

Internet-based distance learning programs are offered widely through many universities. Instructors teach through online activities and assignments. Online classes are taught the same as physically being in class with the same curriculum. The instructor offers the syllabus with their fixed requirements like any other class. Students can virtually turn their assignments in to their instructors according to deadlines. This being through via email or in the course webpage. This allowing students to work at their own pace, yet meeting the correct deadline. Students taking an online class have more flexibility in their schedules to take their classes at a time that works best for them. Conflicts with taking an online class may include not being face to face with the instructor when learning or being in an environment with other students. Online classes can also make understanding the content difficult, especially when not able to get in quick contact with the instructor. Online students do have the advantage of

using other online sources with assignments or exams for that specific class. Online classes also have the advantage of students not needing to leave their house for a morning class or worrying about their attendance for that class. Students can work at their own pace to learn and achieve within that curriculum.

The convenience of learning at home has been a major attractive point for enrolling online. Students can attend class anywhere a computer can go—at home, a library or while traveling internationally. Online school classes are designed to fit your needs, while allowing you to continue working and tending to your other obligations. Online school education is divided into three subcategories: Online Elementary School, Online Middle School, Online High school.

## **9. Stress**

As a profession, teaching has levels of work-related stress (WRS), that are among the highest of any profession in some countries, such as the United Kingdom and the United States. The degree of this problem is becoming increasingly recognized and support systems are being put into place.

Stress sometimes affects students more severely than teachers, up to the point where the students are prescribed stress medication. This stress is claimed to be related to standardized testing, and the pressure on students to score above average.

According to a 2008 mental health study by the Associated Press and mtvU, eight in 10 college students said they had sometimes or frequently experienced stress in their daily lives. This was an increase of 20% from a survey five years previously. 34 percent had felt depressed at some point in the past three months, 13 percent had been diagnosed with a mental health condition such as an anxiety disorder or depression, and 9 percent had seriously considered suicide.

#### **10. Discipline towards students**

Schools and their teachers have always been under pressure — for instance, pressure to cover the curriculum, to perform well in comparison to other schools, and to avoid the stigma of being "soft" or "spoiling" toward students. Forms of discipline, such as control over when students may speak, and normalized behaviour, such as raising a hand to speak, are imposed in the name of greater efficiency. Practitioners of critical pedagogy maintain that such disciplinary measures have no positive effect on student learning. Indeed, some argue that disciplinary practices detract from learning, saying that they undermine students' individual dignity and sense of self-worth—the latter occupying a more primary role in students' hierarchy of needs.

##### **a. The Effectiveness of Private Versus Public Schools: The Case of Indonesia**

The schools in Indonesia. They used labor market earning as their measure of effectiveness.

Some previous studies had conducted to measure research by Arjun S. Bedi and Ashish Garg tried to examine the effectiveness of public versus private school effectiveness by students cognitive achievement, but Arjun S. Bedi and Ashish Garg tried to measure school effectiveness from economical view. Therefore, they examine that “Are there any earnings differentials between those educated in public and private schools?”

The data used in this study were by combining several data files from the Indonesian Family Life Survey (IFLS), conducted by RAND and the Lembaga Demografi of the University of Indonesia. The household survey contains detailed information on a sample of approximately 7200 households conducted in 13 provinces covering 83% of the Indonesian population. They limited on individuals who have between 7 and 12 years of education. The sample consists of 1194 individuals who have had all their secondary education in one particular type of school.

The sample was educated in four types of schools. About 64% / 767 of the sample acquired education in public schools. While the remaining students were split among private non-religious 221/ 18%, private Islamic schools 133/ 11%, and private Christian schools 73 / 6%. Average hourly earnings of an individual are around 1500 Rupiahs; the average age is 35 and is quite similar across schools. From the study found that graduated of private secondary schools perform better in the labor market.

#### **b. The Comparative Study of Educational Background**

The study was conducted by A Chaedar alwasilah. He compared between the Madrasah education system and schools under Chinese management in Indonesia. The comparison is made on the following aspect: such as parent motivation, community motivation, religious commitment, vision and mission of the schools.

He used survey technique with interview to get the general characteristics of the Madrasah system and the Chinese education in Indonesia. She interviewed some people that they were believed they understand and could give appropriate information. She took two Chinese female elementary schools" teachers, one Chinese male doctoral student, one Baddish lecturer of Mandarin, one female Muslim Chinese public University lecturer, one Muslim Mathematic teachers of a public Madrasah tsanawiyah, and two university professors of education.

## **B. Some Pertinent Ideas**

### **1. Language As a Tool of Communication**

Communication is very important to us. The ability in which we develop an efficient and effective communication system has a significant influence on the quality of our lives. Developing an efficient and effective communication system is by mastering the language as a medium to communicate. As state by Broughton (2011 : 30), and his friends that from the next baby, everyone begins (and never stops) to learn how to communicate effectively and how to respond to other people's

communications. Some people are better at communicating than others, but every normal human being learns to communicate through language".

In addition Ciccarelli (2009 : 42), said that "language is a system for combining symbols (such as words),so that an unlimited number of meaningful statements can be made for the purpose of communicating with others". In other words, language is a very important part of how people think . Amanda (2008 : 67), also states that "language is a fundamental part of how humans interact with each other and the environment around them. We use language to understand and learn about the world. Without language, it may be impossible for humans to develop advanced civilization".From the above explanation, the author agrees that language is use, develop, and share by humans as part of life. As the nature of life, people need to interact.

The language that has an important role in the international world is English. It is inevitable that English is the most widely speak language in the world. The spread of English around the world is very fast. The higher economic growth of British people and the success of colonization, making many people depend on English as the common language used for communication in the global world. It does not matter as a first language, second or foreign. As Meyer (2009), states:

English is currently the most widely speak language in the world. Chinese Mandarin may have more speakers, but no language is speak in more parts of the world than English. The global reach of English is one of

the reasons languages have more native speakers than native speakers. In addition, Harmer (2011), states that although English is not the language with the number of native speakers or the largest languages, it has become a lingua franca. A lingua franca can be defined as a widely adopted language for communication between two speakers whose mother tongue differs from each other and where one or both speakers use it as a second language. Meyer (2009), further said Because of the importance of English from world languages, English will be widely learn and taught; English has been the focus of many linguistic descriptions and has been taught worldwide in thousands of language classrooms and institutes. Even more people learn.

## **2. Language Learning**

### **a. The Meaning of Learning**

Learning is a fundamental process of life. Every individual learns and through learning they develop behavior by which they live. Learning may occur intentionally or unintentionally, through organized or unorganized activities. Educational institutions such as schools are formal institution through which the attempt is made to develop and improve human potentials and learn good behavior.

Based on the description above, the writer concludes that learning is a fundamental process of life engages much of individuals activities and affects human behavior which innate and environment are involved. Skills,

knowledge, attitudes, personalities, are develop and can be over changing through learning process.

## **b. The Theory of Language Learning**

Linguists have different views about language. The idea came after the other; even some of them came to add or criticize the previous ones. As Johnson (2008), states,that a possible in all fields of human knowledge, in the field of applied linguistics nothing ever happens in a vacuum, new ideas are not just out of thin air, they are often out of old ideas and from ideas, ideas in other fields of knowledge. Some linguists believe that language is basically the property of the mind: other linguists have developed a theory that focuses on experience and habit formation.

### **1. Empiricism or Behaviorism**

Bedi (2008),a late seventeenth-century English philosopher believe children were born with a blank slate for a mind and all learning and experiences filled it up.They advocated individual instruction and control of self through reward and punishment. In addition,Watson claim that he can teach a child anything.it can be said that you can teach a child to be what you want.Pavlov (2011), and Watson (2011), used the concept of classical conditioning to explain children"s behavior.Thus, According to them that classical conditioning, where new signals are acquired for existing responses, can be managed to create associations or learning. For example teacher instructs pupils to work quietly while putting his finger to her lips (unconditioned stimulus), pupils work quietly on task



(unconditioned response), in other times the teacher puts her finger on her lips without say anything (conditioned stimulus), and the pupils work quietly (conditioned response). It can be concluded that when conditioning is already built, the pupil can directly associate the signal with the instruction in the previous event.

Skinner will be used operant conditioning that focused on the impact of the consequences of behavior. According to him, behavior is modified by the type of rewarding or punishing event that follow it. Positivereinforcement, such as friendly smile, praise, or special treat, can increase the likelihood that a behavior will occur again, while punishment, such as frown, criticisms, withdrawal privileges etc, tents to decrease the chance that the behavior will recur. has look upon learning as a series of experiences, each of which influences behavior in the same way that conditioning does. He stated, "When the behavior to be learned was complex, it is develop by process called shaping. To shape a behavior, you break it down into small parts, and teach each one at a time, until eventually the whole complex behavior is built up".

## **2. Rationalism**

Other terms are use for refering to the rationalist are nativist (innateness) and mentalist, and cognitive. Rationalism view that people have their own capacity in acquiring the language. Everyone is born with that ability to acquire the language and to develop the language naturally.

Creswell(2012), had criticized Skinner viewpoint about language acquisition. According to him, Skinner"s theory cannot possible to explain the creativity of children in generating language. He viewed that language is more complex than stimulus-response connection as Skinner imagine, and the process of children" creativity need to take place in the human mind. He emphasized that children were born with some kinds of special language processing ability that known as language acquisition device (LAD).Gleas (2016), explain why he linguist of innate theorist do believe that the principles of language are inborn and not to learn because young children arrive at successful grammar so much more rapidly than professional linguists. In other words, linguist can study a language for years to discover its rules, while children intuit the rules of language quickly and for the most part accurately.

Farrant (2008), also concluded that: What follow from these differing perspectives are very different account of the way the mind works. Thus the empiricists see the mind as an information-process device which applies processes of attention, sensation, perception and memory to each new stimuli (experience). Conversely, rationalists, and a subsequent related group of thinkers, nativists, governed by their belief that some ideas are innate, maintain that the mind is similarly preprogrammed with an inherent structure of concept development and language acquisition.Rationalists will star from their theories of prior knowledge and innateness of mental structures and explore how these are

manifest within human behavior. The comprehensible input is most useful in learning foreign language where the learners do not have input source outside of the class or for learners who have low competence that they are unable to understand the language of the outside world. Student should never be required to produce speech unless they ready to do so. Speaking fluency cannot be taught, but emerge naturally in time with enough comprehensible input. Error correction should be minimize in the classroom because it raises the affective filter, even it should not be use in free conversation or when acquisition is likely to take place. The requirement of optimal input should be comprehensible, interesting and relevant, not grammatically sequenced, provide in sufficient quality to supply  $i+1$ , and delivered to the student who are willing to do.

### **3. Constructivism**

In their book Introduction to Education Studies, "Constructivism is predicate on the idea that people make their own sense of things in a unique ways .Constructivism emphasizes the need to give learners responsibility for directing their own learning experience". They are select and transform information from past and current knowledge and experience into new personal knowledge and understanding.

A psychologist said, children use schemas in actively constructing their world. A schema is a concept or framework that exists in an individual"s mind to organize and interpret information.Believes that language is a subordinate part of cognitive development. Infant must learn

about the world around them, which they do through active experimentation and construction. For example, the infant crawls around the floor, observes objects from all angles and slowly develops a sensorimotor understanding of the space in which she lives.

Emphasized that children learn best when they are active and seek the solutions for themselves rather than imitating the teacher or doing things by rote (Learning something in order to be able to repeat it from memory rather than to understand it). For children's learning should occur naturally; children should not be pushed and pressured into achieving too much too early in their development, before they are ready. Teachers observe the students' interests and natural participation in any activities to determine what the course of learning will be. Teachers encourage peer interaction during the lesson and games because students' different viewpoints can contribute to advanced thinking.

Regarding the different views of language learning above, the writer concludes that learning is a fundamental process of life that engages much of individuals' activities and affects human behavior. Both innate and environment are involved. Skills, knowledge, attitudes, personalities, etc. are developed and can be ever changing through the learning process. All human activities and achievements represent the result of learning.

### **C. Achievement of Educational Background**

#### **1. The Meaning of Achievement**

Algarabel and Dasi (2010), on their article mentioned some definition of achievement based on different perspective. According to them, basically achievement is the competence a person has in an area of content it also refers to acquisition, and learning knowledge representation. Further they defined achievement from the cognitive point of view, refers to the different stage of knowledge acquisition. The knowledge refers to highly structured set mental models built after long sessions of practice.

From the explanation above, it can be concluded that in general, achievement means all the things that people obtain or done successfully from his or her effort. Academically, achievement is the result students obtain after following a teaching learning process in certain period of times. It is important thing to measure how far understanding and skill students have and to know whether the goals have been reached successfully or no. Students achievement reflects their understanding as a result of learning.

The difference of background knowledge is not only because of student ability itself, but also it is influences by the external factors such as school where they had studied. Some educator experts agree that a circumstance such as school circumstance influences learning process. This is because the learning does not only take place during the first years alone; other influences have an impact on how the first year teachers are socialize into the profession (and many of these factors started long before

the preservice teacher entered the teacher education programme), such as the influence of their previous schooling.

All factors may influence to a greater or lesser degree of individual's ability to achieve successfully on any learning level includes students' educational background. It has an effect to student learning process, and it influenced their achievement.

## **2. The Students Educational Background Influence Their Achievement**

One school is different from other schools; some schools perhaps have good programs and good teacher that lead students to have enough knowledge, and some others perhaps don't have. Thus, a school has important part to determine students' competence, and it influences learning process when they continue their study at university. As stated on the book *Teacher Education in Language Teaching*, "The influence of previous schooling at all level from kindergarten, to elementary, to high school, and even to university is strong because we all spend long hours at all levels of our formal school process watching what teacher do and developing image about teaching and learning. In addition, in *Manajemen Pendidikan Nasional (Management of National Education)* stated that "the quality of higher education in the region is closely related to the quality of its senior secondary schools". Moreover there are schools which characteristically different, as the students of English Department came from many kinds of those schools. As stated on *National Education*

System Article 18: Secondary education is continuation of basic education. Secondary education comprises general secondary education and vocational secondary education. secondary education takes the form of senior general secondary schools, that is, State School as well as Private School or other schools of the same level.

**a. State School**

Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble characters and skill that one needs for him/herself, for the community, for the nation, and for the State.

Formal education in Indonesia consists of pre-primary (two years), primary (six years), lower secondary (three years), upper secondary (three years) and finally, higher education. General primary schools, also known as Sekolah Dasar (SD), are followed by lower secondary schools called Sekolah Menengah Pertama (SMP). After completing lower secondary education, students have the option to progress to general upper secondary schools (Sekolah Menengah Atas– SMA) or technical and vocational upper secondary schools (Madrasah Aliyah Kejuruan– MAK), both of which require three years to complete. In Indonesia education is centrally controlled by the Ministry of National Education. 6 years in primary school and 3 years in junior high school are compulsory. As stated

on the National Education System that “every seven to fifteen years old citizen shall have to receive basic education”.

The students of State School are taught to have and develop academic skills that they are prepare to continue their study to the high level or university. As Stated On National Education System “General education is basic and secondary education programme that focus on provision of broad based academic skills, needed for learners to pursue further education at high level of schooling.

Similar to most countries, there are state and private schools in Indonesia. Both types of schools follow the national curriculum developed by the Department of National Education. Some private schools, however, especially those in large urban centers, provide extra courses or more comprehensive materials to their students in addition to those in the national curriculum. In addition to the private-state difference, there are also Islamic schools, called Madrasah. Different from regular schools, Madrasah follow the curriculum developed by the Department of Religious Affairs and, as the name suggests, use Islam as the curriculum's foundation. Similar to regular schools, there are also public and private Madrasah. The majority are private. In relation to private Madrasah, there are also private schools based on various religions such as Christianity, Buddhism, Islam, and Hinduism. The main difference between these religion-based private schools and Madrasah is that they follow the national curriculum, with additional courses emphasizing religious studies.



Every student, including those enrolled in Madrasah, must sit a national examination, call Ujian Akhir Nasional (UAN), National Final Examination, at the end of each secondary school level. Entrance to higher levels, for example, from junior secondary to senior secondary, requires a student to have successfully passed UAN. UAN is design by the Department of National Education and testsstudents on three subjects Bahasa Indonesia, English, and mathematics/economics. From a quality control standpoint, UAN is the filter that differentiates students who are capable of continuing to the next level and those who are not.

#### **b. Private School**

Also known to many as independent schools, non-governmental, privately funded, or non-state schools, are not administered by local, state or national governments. Children who attend private schools may be there because of wealth or financial sacrifices of their parents, and may be selected for their academic prowess, or prowess in other fields, or sometimes their religious background. Private schools retain the right to select their students and are funded in whole or in part by charging their students for tuition, rather than relying on mandatory taxation through public (government) funding; at some private schools students may be able to get a scholarship, lowering this tuition fee, dependent on a student's talents or abilities (sport scholarship, art scholarship, academic scholarship), need for financial aid, or tax credit scholarships that might be

available. Some private schools are associated with a particular religion, such as Judaism or Roman Catholicism.

The secondary level includes schools offering years 7 through 12 (year twelve is known as lower sixth) and year 13 (upper sixth). This category includes university-preparatory schools or "prep schools", boarding schools and day schools. Tuition at private secondary schools varies from school to school and depends on many factors, including the location of the school, the willingness of parents to pay, peer tuitions and the school's financial endowment. High tuition, schools claim, is used to pay higher salaries for the best teachers and also used to provide enriched learning environments, including a low student-to-teacher ratio, small class sizes and services, such as libraries, science laboratories and computers. Some private schools are boarding schools and many military academies are privately owned or operated as well.

Religiously affiliated and denominational schools form a subcategory of private schools. Some such schools teach religious education, together with the usual academic subjects to impress their particular faith's beliefs and traditions in the students who attend. Others use the denomination as more of a general label to describe on what the founders based their belief, while still maintaining a fine distinction between academics and religion. They include parochial schools, a term which is often used to denote Roman Catholic schools. Other religious

groups represented in the K–12 private education sector include Protestants, Jews, Muslims and the Orthodox Christians.

Many educational alternatives, such as independent schools, are also privately financed. Private schools often avoid some state regulations, although in the name of educational quality, most comply with regulations relating to the educational content of classes. Religious private schools often simply add religious instruction to the courses provided by local public schools.

Special assistance schools aim to improve the lives of their students by providing services tailored to very specific needs of individual students. Such schools include tutoring schools and schools to assist the learning of handicapped children.

And there are Private school look by the country as follows :

#### **1. United Kindom.**

Private schools generally prefer to be called independent schools, because of their freedom to operate outside government and local government control. Some of these are also known as public schools. Preparatory schools in the UK prepare pupils up to 13 years old to enter public schools. According to The Good Schools Guide about 9% of children being educated in the UK are at fee-paying schools at GCSE level and 13% at A-level Many independent schools are single-sex (though this is becoming less common).Fees range from under £3,000

to £21,000 and above per year for day pupils, rising to £27,000+ per year for boarders. For details in Scotland, see "Meeting the Cost".

On August 15, 2010 The Observer reported that the gap in A Level achievement between private schools and state schools in the UK was set to widen, with three times as many privately educated students achieving the new grade A\*. The paper also noted that according to the fair access watchdog bright students from the poorest backgrounds are seven times less likely to go to a top university than their richer peers.

One in four children come from postcodes on or below national average income and one in three receives fee assistance. However, since actual pupils' family incomes, which may be well above the average for a particular postcode area, were not determined, these figures are somewhat meaningless.

Evidence from a major longitudinal study suggests that British private schools provide advantages in educational attainment and access to top universities, and that graduates of private schools have a labour market advantage even controlling for their educational qualifications.

## **2. United States**

In the United States, the term "private school" can be correctly applied to any school for which the facilities and funding are not provided by the federal, state or local government; as opposed to a "public school", which is operated by the government or in the case of charter schools, independently with government funding and regulation. The majority of

private schools in the United States are operated by religious institutions and organizations.

Private schools are generally exempt from most educational regulations at the Federal level but are highly regulated at the state level. These typically require them to follow the spirit of regulations concerning the content of courses in an attempt to provide a level of education equal to or better than that available in public schools.

In the nineteenth century, as a response to the perceived domination of the public school systems by Protestant political and religious ideas, many Roman Catholic parish churches, dioceses and religious orders established schools, which operate entirely without government funding. For many years, the vast majority of private schools in the United States were Catholic schools.

A similar perception (possibly relating to the evolution vs. creationism debates) emerged in the late twentieth century among Protestants, which has resulted in the widespread establishment of new, private schools.

In many parts of the United States, after the 1954 decision in the landmark court case *Brown v. Board of Education of Topeka* that demanded United States schools desegregate "with all deliberate speed", local families organized a wave of private "Christian academies". In much of the U.S. South, many white students migrated to the academies, while public schools became in turn more heavily concentrated with African-American students (see List of private schools in Mississippi). The

academic content of the academies was usually College Preparatory. Since the 1970s, many of these "segregation academies" have shut down, although some continue to operate.

Funding for private schools is generally provided through student tuition, endowments, scholarship/school voucher funds, and donations and grants from religious organizations or private individuals. Government funding for religious schools is either subject to restrictions or possibly forbidden, according to the courts' interpretation of the Establishment Clause of the First Amendment or individual state Blaine Amendments. Non-religious private schools theoretically could qualify for such funding without hassle, preferring the advantages of independent control of their student admissions and course content instead of the public funding they could get with charter status.

A similar concept, recently emerging from within the public school system, is the concept of "charter schools", which are technically independent public schools, but in many respects operate similarly to non-religious private schools.

### **3. Indonesia**

In Indonesia, private schools are usually in larger cities. All private schools in Indonesia are established by foundations. The costs of education are not subsidised from the government. The differences between private schools and public schools depends on each school. Each private school applies policies from the Indonesian Government, and

all private schools give the opportunity of additional activities whether cultural or for sport.

#### **4. South Africa**

Some of the oldest schools in South Africa are private church schools that were established by missionaries in the early nineteenth century. The private sector has grown ever since. After the abolition of apartheid, the laws governing private education in South Africa changed significantly. The South African Schools Act of 1996, recognizes two categories of schools: "public" (state-controlled) and "independent" (which includes traditional private schools and schools which are privately governed).

In the final years of the apartheid era, parents at white government schools were given the option to convert to a "semi-private" form called Model C, and many of these schools changed their admissions policies to accept children of other races. Following the transition to democracy, the legal form of "Model C" was abolished, however, the term continues to be used to describe government schools formerly reserved for white children. These schools tend to produce better academic results than government schools formerly reserved for other race groups. Former "Model C" schools are not private schools, as they are state-controlled. All schools in South Africa (including both independent schools and public schools) have the right to set compulsory school fees, and formerly model C schools tend to set much higher school fees than other public schools.

## 5. New Zealand

As of April 2014, there were 88 private schools in New Zealand, catering for around 28,000 students or 3.7% of the entire student population. Private school numbers have been in decline since the mid-1970s as a result of many private schools opting to become state-integrated schools, mostly due to financial difficulties stemming from changes in student numbers and/or the economy. State-integrated schools keep their private school special character and receive state funds in return for having to operate like a state school, e.g. they must teach the state curriculum, they must employ registered teachers, and they can't charge tuition fees (they can charge "attendance dues" for the upkeep on the still-private school land and buildings). The largest decline in private school numbers occurred between 1979 and 1984, when the nation's then-private Catholic school system integrated. As a result, private schools in New Zealand are now largely restricted to the largest cities (Auckland, Hamilton, Wellington and Christchurch) and niche markets.

Private schools are almost fully funded by tuition fees paid by students' parents, but they do receive some government subsidies. Private schools are popular for academic and sporting performance, prestige, exclusivity and old boys/girls networks; however, many state-integrated schools and some prestigious single-sex state schools, such as Auckland Grammar School and Wellington College, are actively competitive with



private schools in academic and sporting achievement, history and character.

Private schools are often Anglican, such as King's College and Diocesan School for Girls in Auckland, St Paul's Collegiate School in Hamilton, St Peter's School in Cambridge, Samuel Marsden Collegiate School in Wellington, and Christ's College and St Margaret's College in Christchurch; or Presbyterian, such as Saint Kentigern College and St Cuthbert's College in Auckland, Scots College and Queen Margaret College in Wellington, and St Andrew's College and Rangī Ruru Girls' School in Christchurch. However, the Catholic schismatic group, the Society of St Pius X in Wanganui operates three private schools (including the secondary school, St Dominic's College).

A recent group of private schools run as a business has been formed by Academic Colleges Group; with schools throughout Auckland, including ACG Senior College in Auckland's CBD, ACG Parnell College in Parnell, and international school ACG New Zealand International College.

## **6. Nepal**

In much of Nepal, the schooling offered by the state governments would technically come under the category of "public schools". They are federal or state funded and have zero or minimal fees.

The other category of schools are those run and partly or fully funded by private individuals, private organizations and religious groups. The ones that accept government funds are called 'aided' schools. The private

'un-aided' schools are fully funded by private parties. The standard and the quality of education is quite high. Technically, these would be categorized as private schools, but many of them have the name "Public School" appended to them, e.g., the Galaxy Public School in Kathmandu. Most of the middle-class families send their children to such schools, which might be in their own city or far off, like boarding schools. The medium of education is English, but as a compulsory subject, Nepali and/or the state's official language is also taught. Preschool education is mostly limited to organized neighbourhood nursery schools.

## **7. Malaysia**

Chinese schools were being founded by the ethnic Chinese in Malaya as early as the 19th century. The schools were set up with the main intention of providing education in the Chinese language. As such, their students remain largely Chinese to this day even though the school themselves are open to people of all races and backgrounds.

After Malaysia's independence in 1957, the government instructed all schools to surrender their properties and be assimilated into the National School system. This caused an uproar among the Chinese and a compromise was achieved in that the schools would instead become "National Type" schools. Under such a system, the government is only in charge of the school curriculum and teaching personnel while the lands still belonged to the schools. While Chinese primary schools were allowed to retain Chinese as the medium of instruction, Chinese secondary

schools are required to change into English-medium schools. Over 60 schools converted to become National Type schools.

## **8. India**

In India, private schools are called independent schools, but since some private schools receive financial aid from the government, it can be an aided or an unaided school. So, in a strict sense, a private school is an unaided independent school. For the purpose of this definition, only receipt of financial aid is considered, not land purchased from the government at a subsidized rate. It is within the power of both the union government and the state governments to govern schools since Education appears in the Concurrent list of legislative subjects in the constitution. The practice has been for the union government to provide the broad policy directions while the states create their own rules and regulations for the administration of the sector. Among other things, this has also resulted in 30 different Examination Boards or academic authorities that conduct examinations for school leaving certificates. Prominent Examination Boards that are present in multiple states are the CBSE and the CISCE, NENBSE. Legally, only non-profit trusts and societies can run schools in India. They will have to satisfy a number of infrastructure and human resource related criteria to get Recognition (a form of license) from the government. Critics of this system point out that this leads to corruption by school inspectors who check compliance and to fewer schools in a country that has the largest adult illiterate population in the world. While official data does not capture

the real extent of private schooling in the country, various studies have reported unpopularity of government schools and an increasing number of private schools. The Annual Status of Education Report (ASER), which evaluates learning levels in rural India, has been reporting poorer academic achievement in government schools than in private schools. A key difference between the government and private schools is that the medium of education in private schools is English while it is the local language in government schools

## **9. Germany**

The right to create private schools in Germany is in Article 7, Paragraph 4 of the Grundgesetz and cannot be suspended even in a state of emergency. It is also not possible to abolish these rights. This unusual protection of private schools was implemented to protect these schools from a second Gleichschaltung or similar event in the future. Still, they are less common than in many other countries. Overall, between 1992 and 2008 the percent of pupils in such schools in Germany increased from 6.1% to 7.8% (including rise from 0.5% to 6.1% in the former GDR). Percent of students in private high schools reached 11.1%.

There are two types of private schools in Germany, Ersatzschulen (literally: substitute schools) and Ergänzungsschulen (literally: auxiliary schools). There are also private Hochschulen (private colleges and universities) in Germany, but similar to the UK, the term private school is almost never used of universities or other tertiary institutions.

Ersatzschulen are ordinary primary or secondary schools, which are run by private individuals, private organizations or religious groups. These schools offer the same types of diplomas as public schools. Ersatzschulen lack the freedom to operate completely outside government regulation. Teachers at Ersatzschulen must have at least the same education and at least the same wages as teachers at public schools, an Ersatzschule must have at least the same academic standards as a public school and Article 7, Paragraph 4 of the Grundgesetz, also forbids segregation of pupils according to the means of their parents (the so-called Sonderungsverbot). Therefore, most Ersatzschulen have very low tuition fees and/or offer scholarships, compared to most other Western European countries. However, it is not possible to finance these schools with such low tuition fees, which is why all German Ersatzschulen are additionally financed with public funds. The percentages of public money could reach 100% of the personnel expenditures. Nevertheless, Private Schools became insolvent in the past in Germany.

Ergänzungsschulen are secondary or post-secondary (non-tertiary) schools, which are run by private individuals, private organizations or rarely, religious groups and offer a type of education which is not available at public schools. Most of these schools are vocational schools. However, these vocational schools are not part of the German dual education system. Ergänzungsschulen have the freedom to operate outside

government regulation and are funded in whole by charging their students tuition fee

## **10. Australia**

Private schools are one of three types of school in Australia, the other two being government schools (state schools) and religious. Whilst private schools are sometimes considered "public" schools (as in the Associated Public Schools of Victoria), the term "public school" is usually synonymous with a government school.

Private schools in Australia may be favored for many reasons: prestige and the social status of the "old school tie"; better quality physical infrastructure and more facilities (e.g. playing fields, swimming pools, etc.), higher-paid teachers; and/or the belief that private schools offer a higher quality of education. Some schools offer the removal of the purported distractions of co-education; the presence of boarding facilities; or stricter discipline based on their power of expulsion, a tool not readily available to government schools. Student uniforms for Australian private schools are generally stricter and more formal than in government schools – for example, a compulsory blazer. Private schools in Australia are always more expensive than their public counterparts.

There are two main categories of private schools in Australia: Catholic schools and Independent schools.

Catholic schools form the second largest sector after government schools, with around 21% of secondary enrollments. Most Australian

Catholic schools belong to a system, like government schools, are typically co-educational and attempt to provide Catholic education evenly across the states. These schools are also known as "systemic". Systemic Catholic schools are funded mainly by state and federal government and have low fees.

Parramatta Marist High School is the oldest Catholic school in Australia, established in 1820

Catholic schools, both systemic and independent, typically have a strong religious focus, and usually most of their staff and students will be Catholic.

Independent schools make up the last sector and are the most popular form of schooling for boarding students. Independent schools are non-government institutions that are generally not part of a system.

Although most are non-aligned, some of the best known independent schools also belong to the large, long-established religious foundations, such as the Anglican Church, Uniting Church and Presbyterian Church, but in most cases, they do not insist on their students' religious allegiance. These schools are typically viewed as "elite schools". Many of the "grammar schools" also fall in this category. They are usually expensive schools that tend to be up-market and traditional in style, some Catholic schools fall into this category as well, e.g. St Joseph's College, Gregory Terrace, Saint Ignatius' College, Riverview, St Gregory's College, Campbelltown, St Aloysius' College (Sydney) and St Joseph's College,

Hunters Hill, as well as Loreto Kirribilli, Monte Sant Angelo Mercy College, St Ursula's College and Loreto Normanhurst for girls.

Lower-fee independent schools exist and are often conducted by religious affiliations such as the Greek Orthodox church and other less prominent Christian denominations.

#### **D. Conceptual Framework**

Students achievement represents their learning process. On the process of learning, students" have important role in determining their achievement. However, different student has different ability. Some students are better in learning than others. Some of them are progress to the materials, but some others are not or perhaps slow. This difference is affected by many factors, one of them is students" background knowledge. A student who has much background knowledge about English must be easy to follow the lesson and ready to learn higher level. In other hand, a student who has lack of background knowledge about English must be got difficulties and it will be an obstracle to follow the higher level. The difference of background knowledge not only because of students ability itself, but also it influences by the external factors such as school where they had studied.

For the students of English Education Department, they had studied English at the secondary schools. However, every school has different goal, and of course it determines learning process. Moreover,



there are schools which characteristically difference. Thus, different school will graduate students with difference ability and language level, and the knowledge they got at schools will influence their learning process at university. A student who has background knowledge about the material he is going to learn, will easy to understand about the lesson and must be ready to learn further about the lesson. In other hand, a student who has lack background knowledge will find difficulties to understand, and they unready to learn higher level

Based on the explanation above, it can be inferred that students" educational background is not less important in learning process and may influence students" achievement in learning English.

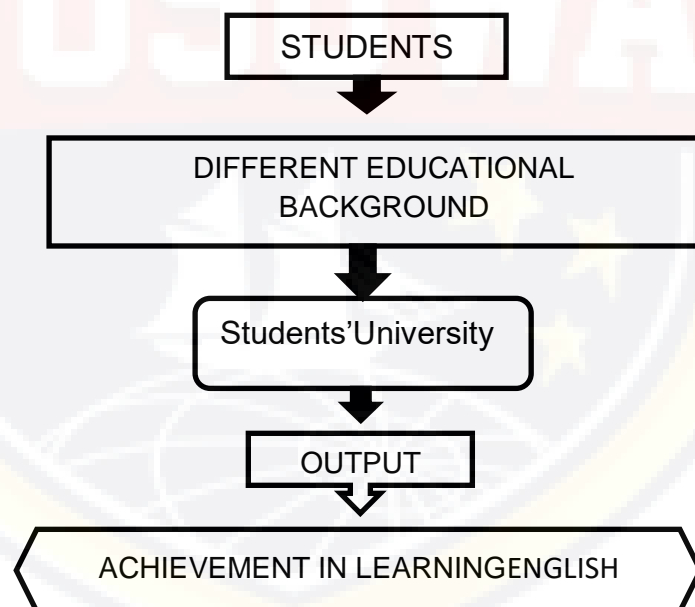


Figure 2.1

## E. Hypothesis

The difference English knowledge that students got based on their educational background indirectly their achievement in learning English at university.

To know how its influence, it will be formulated by hypothesis bellow :

H<sub>0</sub>: There is no significant influence between students' educational background and their achievement.

H<sub>a</sub>: There is significant influence between students' educational background and their achievement

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This is a quantitative non-experimental research which describes the difference of students' achievements that have occurred and examined relationships between their educational backgrounds without any direct manipulation of conditions that are experienced. It relies on quantitative data based on measurement, operational variables and statistics. The data measured in the form of numbers. The method of the research used comparative. It concerned primarily comparing known groups who have had difference experiences to determine possible cause or consequences of group membership. The study was aimed to know whether the educational background especially from State School and Private School influences on student's achievement in learning English. The writer conducted the research on the sixth semester of the English Education Department in Universitas Bosowa Makassar.

The researcher used questionnaire to the students of sixth semester of the English Education Department in Universitas Bosowa Makassar. Then he compared students English scores based their educational background.

## **B. Location and Time of the Research**

### **1. Location**

This research was conducted at Universitas Bosowa Makassar ,as Most of the sixth semester seem a different educational background.

### **2. Time of the Research**

Time of the research was conducted in July 2018.

## **C. Population and Sample**

### **1. Population**

The population of this research is students of the sixth semester at English Education Department at Universitas Bosowa Makassar. It consist of 1 class which are 13 students.

### **2. Sample**

The sample is purposive sample. It consists of 13 students from English Education Department. There are 9 students graduate from state school and there are 4 students graduate from private school.

## **D. Research Instrument**

In collecting the data of the research, the writer has conducted several steps. First, the writer used questionnaire to know students' educational background and it was limited certain implication that influence students' achievement beside their educational background like English

course. The result of this step determine the sample of the research. In this case, the sampling used in this research is purposive sampling. The sample is taken based on the purpose of the research.

### **E. The Technique of Data Analysis**

After determining sample, the writer analyzed students educational background particularly from State school and Private school. Then the writer analyzed students scores from English Education Department as students achievement particularly students English scores. Next, the writer compared students English scores and their educational background. In this case, the writer used comparative analysis “Comparative analysis investigates whether there were differences between two or more groups on the phenomena being studied. Because the research is non-experimental research, therefore the writer used data information to measure the hypotheses, and the result explained how the results either support or refuse the hypothesis or answer the research question.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Data Description

This research was conducted at Department of English Education, Universitas Bosowa.

##### 1. The result of State School

This research was conducted at Department of English Education, Universitas Bosowa. In this research the writer chose all students of sixth semester It consists of 1 class which are 13 students. 9 students were graduated from State School and 4 students were graduated from Private School.

The following tables showed the students' English scores from of educational background Public School.

Table 4.1 Students English Score of State School

No	Name	Score
1	S A R	66
2	I Y M	49
3	D W	69
4	I P A	61
5	K D	69
6	N r v	52
7	P A	59
8	N p t	72
9	D S	57

Source: Taken from national exams

This indicated that students english score from state school.

The following table is the students' score and percentage of students from public school.

Table 4.2 The Percentage of Students' Score in answering national examination

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very Good	81-100	0	0
Good	61-80	5	55
Fair	41-60	4	45
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		9	100

Based on the data in Table 4.2 it can be seen that out of 9 students, there was none student of them categorized as very good. There were 5 (55%) students yielded good. In the next level categorized as fair which was by 4 (45%) students. There were none students positioned in category of poor and very poor.

After seen the result of the students' score, the mean score and standard deviation are presented in the following table.

Table 4.3 The Mean Score and Standard Deviation of Students'

<b>Mean Score</b>	<b>Standard Deviation</b>
61.56	8.033

Based on the classification, the mean score of the pre-test (61.56) was considered fair with the standard deviation 8.033. It indicates that the points of the classification reached by the students are still low.

## 2. The result of Private School

The following tables show the students' English scores with the educational background Public School.

Table 4.4 Students English Score of Private School

No	Name	Score
1	M P	69
2	N P D	63
3	M S	69
4	K B	57

Source: Taken from national examination

The following table is the students' score and percentage of students from private school.

This indicated that students english score from private school

Table 4.5 The Percentage of Students' Score in answering national examination

Classification	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	4	100
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		9	100

Based on the data in Table 4.2 it can be seen that out of 4 students, there was none student of them categorized as very good. There were 4 (100%) students yielded good. In the next level categorized as fair which none students positioned in category of poor and very poor.

After seen the result of the students' score, the mean score and standard deviation are presented in the following table.

Table 4.6 The Mean Score and Standard Deviation of Students'



Mean Score	Standard Deviation
64.50	5.745

Based on the classification of answering the national exams, the mean score of the pre-test (64.50) was considered fair with the standard deviation 5.745. It indicates that the points of the classification reached by the students are still low.

3. The English achievement of the sixth semester students.

Based on the score of questionnaire, it can be showed a table as follow:

Table 4.7 First semester score from the sixth semester students'.

No	Name	Score
1	S A R	88
2	I Y M	86
3	D W	85
4	I P A	86
5	K D	83
6	N r v	86
7	P A	84
8	N p t	84
9	D S	80
10	M P	82
11	N P D	90
12	M S	80
13	K B	82

Source: English Score at first Semester

The following table is the students' score and percentage of students from private school.

Table 4.8 The Percentage of Students' Score

Classification	Score	Frequency	Percentage
Very Good	81-100	11	85

Good	61-80	2	15
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total	13		100

Based on the data in Table 4.8 it can be seen that out of 11 (85%) students, there was categorized as very good. There were 2 (15%) students yielded good. In the next level categorized as fair which none students positioned in category of poor and very poor.

After seen the result of the students' score, the mean score and standard deviation are presented in the following table.

Table 4.9 The Mean Score and Standard Deviation of Students'

Mean Score	Standard Deviation
84.31	2.955

Based on the classification of answering the questionnaire, the mean score of the pre-test (84.31) was considered fair with the standard deviation 2.955. It indicates that the points of the classification reached by the students are high.

#### 4. The result of Statistical test (t-test)

In analyzing the data from the result above, the writer used statistical calculation of the correlation test. Determining the formula, The writer suggested to measure the homogeneity variant of both samples. It is the biggest variant divided by the smallest variant (the variant is taken from the deviation standard), and the result is compared to R table based on the result of the degree of freedom (DF) from both samples.

Table 4.10 Result of Correlations between state school and private school

		Educational Background	Students Achievement
Educational Background	Pearson Correlation	1	-.154
	Sig. (2-tailed)		.616
	N	13	13
Students Achievement	Pearson Correlation	-.154	1
	Sig. (2-tailed)	.616	
	N	13	13

Based on the result of data analysis as summarized in table 4.10, the researcher concluded that the value of significant higher as level of significant and it is positive was more than  $\alpha$  ( $0.616 < 0.05$ ), it means that students' educational background has positive correlation and it's significant to their English achievement. This research can be concluded

that the educational background that the students have good effect in English achievement. Therefore, the null hypothesis ( $H_0$ ) of the research is rejected and an alternative hypothesis ( $H_a$ ) is accepted

## **B. Discussions**

Based on the research conducted, obtained research data shows that there was a significant influence on educational background at the students of the sixth semester at English department Universitas Bosowa. The difference of educational background was assumed because of differences in learning process methods, like difference in curriculum usage, usually in private schools there were many hours of learning English compared to state school.

This can be seen from the correlation value that shows the value of private schools is higher than state schools, because it can be seen in the national examinations value and at the first semester value. The difference in influence is assumed to be due to differences in learning methods provided by state school and private schools.

Based on the table 4.9 the mean score of pre-test was considered fair with the standard deviation. It indicated that the points of the classification reached by the students are high.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions based on the findings and discussions of the data analysis.

#### A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that there is a significant influence on educational background at the students of sixth semester at English department Universitas Bosowa. Based on the results of hypothesis testing students from state schools and students from private schools using the R test with a significant level of 5% (0.05) obtained the value (sig (0.616) > 0.05. In other words the statistical test using SPSS program, the result of the calculation of statistical test with a confidence level of 0,05 for the questionnaire test. There was difference of English achievement in private and state school, among them are there is an increase in learning achievement of students from private and state school, but the English achievement of private schools higher than state school.

#### B. Suggestion

Based on the conclusions above, the researcher puts forward some suggestions as follows:

1. English as an international language has important role in the globalization era and it becomes presupposition to have better communication in global world. Thus, the writer suggests that every school particularly in Indonesia can improve English learning process to prepare students to be ready to compete in the global world.
2. The writer suggests that all graduated students with any different educational background to not worry to take English Department.
3. The writer suggests that this study will carry for the next researchers who are interested in developing the study as a consideration for further research.



**BOSOWA**

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## Appendix 1

### Questionnaire

#### Questionnaire

##### The purpose and guidance

1. This questionnaire is proposed in order to finish skripsi in English Education Departmen, Faculty of Teachers and Training.
2. The questionnaire is given to know students educational background
3. Please kindly help for answering all question provided
4. Please answer the questions abjectively
5. Cross the answer (X) based on your truly experince
6. Write your identity on the form provided
7. Thank you very much for your kindly participation

##### Respondent Identity

Name : *Dibyو Wicak&ana*

Nim :

##### The Question

1. What kind of school have you graduated?
  - a. State school
  - b. Private School
2. Is there any specification major at your school? Cross the appropriate major you have ever taken.
  - a. Yes, (IPA/IPS/Bahasa)
  - b. No
3. Have you ever taken English course outside school program?
  - a. Yes, I have
  - b. No, I never have
4. How often English is taught at your school in a week?
 

a. Once	<input checked="" type="checkbox"/> c. Twice
b. Twice	d. Four Times
5. How many hours English is taught at your school in every meeting?
 

a. One Hour	c. Two and half hours
<input checked="" type="checkbox"/> b. Two Hours	d. More



## Appendix 2

## Score List

No	Name	Score
1	Suci Arnita Rahim	88
2	Indah Yuliana Muchtar	86
3	Dibyو Wicaksana	85
4	Irna Pitaloka	86
5	Kristina Datu	83
6	Nuraeva	86
7	Puspalivia Arnold	84
8	Nopianti	84
9	Dini Savonaroh	80
10	Maria Putri	82
11	Ni Putu Dian	90
12	Mikha Samalu	80
13	Krisna Buli	82

**DAFTAR NILAI BAHASA INGGRIS I**

Mengetahui  
Ketua Program Studi Bahasa Inggris

  
Restu January Hamid, S.Pd.I., M.Pd

## Appendix 3

 <b>UNIVERSITAS BOSOWA</b> <b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b> Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568 <a href="http://www.unibos.ac.id">http://www.unibos.ac.id</a>		
NILAI UJIAN NASIONAL BAHASA INGGRIS		
1	Maria Putri	69
2	Ni Putu Dian	63
3	Mikha Samalu	69
4	Krisna Buli	57
5	Suci Arnita Rahim	66
6	Indah Yuliana Muchtar	49
7	Dibyو Wicaksana	69
8	Irna Pitaloka	61
9	Kristina Datu	69
10	Nuraeva	52
11	Puspalivia Arnold	59
12	Nopianti	72
13	Dini Savonaroh	57

## Appendix 4

## Documentation

Picture 1



The researcher explained how to do the questionnaires

Picture 2



The students were discussing about the questionnaires

Picture 3



The students were answering the questionnaires



## BIOGRAPHY



**Achmad Fajar Muhammad.** He was born on July 5<sup>th</sup>1996 in Mangkoso. From the marriage of his parents Muhammad Tang and Muttamirati. He has two sisters. He is the first child in his family. He started his study in 2002 at SD 213 Lapongkoda and graduated 2008. Then he continued his study in SMP 1 Sengkang until 2011. After graduating from junior high school, he continued his study in SMA 2 Sengkang and finished his study in 2014. After that, he decided to continue his study at S1 Program of English Education Department, Faculty of Teacher Training and Education Of Bosowa University and finished in 2018.