

STUDENTS' PERCEPTION OF SCHOOL ENVIRONMENT AND ITS IMPACT ON ENGLISH ACADEMIC ACHIEVEMENT

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ABSTRACT

This research aimed to find out: (1) the students' perception on the impact of school environment on English academic achievement at SMA Negeri 17 Makassar, and (2) the school facilities provided to improve students' English academic achievement. This research employed a qualitative method. The subjects of this research were twenty students of SMA Negeri 17 Makassar, which were recruited through a purposive sampling technique. The data of this research were collected through interviews. The obtained data were analyzed in four major phases: data collection, data display, data condensation, and conclusion. The result of this research is presented descriptively in order to reveal the students' perception comprehensively. (1) It was found that the impact of school environment on student English academic achievement based on students perception: 60% students believed the impact was significant, 30% students believed the impact was not significant, and 10% students believed there was no impact of school environment on English academic achievement and (2) there are two major facilities that has impact on students' English academic achievement, they are library and language-based extracurricular (SEEDS).

Keywords: School environment, Perception, English Academic Achievement

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) persepsi siswa tentang pengaruh lingkungan sekolah terhadap prestasi akademik bahasa Inggris di SMA Negeri 17 Makassar, dan (2) fasilitas sekolah yang disediakan untuk meningkatkan prestasi akademik bahasa Inggris siswa. Penelitian ini menggunakan metode kualitatif. Subyek penelitian ini adalah dua puluh siswa SMA Negeri 17 Makassar yang diambil melalui teknik purposive sampling. Data penelitian ini dikumpulkan melalui wawancara. Data yang diperoleh dianalisis dalam empat tahap utama: pengumpulan data, penyajian data, kondensasi data, dan penarikan kesimpulan. Hasil penelitian ini disajikan secara deskriptif untuk mengungkapkan persepsi siswa secara komprehensif. (1) Ditemukan bahwa dampak lingkungan sekolah terhadap prestasi akademik bahasa Inggris siswa

berdasarkan persepsi siswa: 60% siswa percaya dampaknya signifikan, 30% siswa percaya dampaknya tidak signifikan, dan 10% siswa percaya tidak ada dampak. lingkungan sekolah terhadap prestasi akademik bahasa Inggris dan (2) ada dua fasilitas utama yang berdampak pada prestasi akademik bahasa Inggris siswa, yaitu perpustakaan dan ekstrakurikuler berbasis bahasa (SEEDS).

Kata kunci: Lingkungan sekolah, Persepsi, Prestasi Akademik Bahasa Inggris

A. INTRODUCTION

Education plays an important part in the lives of students at every stage of their development. The government of Indonesia has made significant efforts to improve the standard of education in the country. The academic success of its pupils also speaks to the institution's credibility. So, the progress their students make in the classroom has long been a hot topic among teachers. The factors influencing students' academic success have been the subject of several studies. Numerous studies have found that student achievement is affected by characteristics such as demographics, socioeconomic status, family background, and educational environment. Some professors believe that the classroom setting has a major impact on their students' final grades. A positive school climate, as argued by Eric (2005), can have far-reaching effects on kids' development and learning.

According to Webster's, "environment" refers to "the totality of all surroundings of a living organism," encompassing natural forces and other living entities that provide conditions for development and growth as well as danger and injury. Ajayi (2011) argues that factors outside of the classroom, such as the quality of teachers and school administration, have a significant impact on students' ability to learn. As a result, the school setting is being looked at as a potentially fruitful area for research into how to boost student achievement.

School atmosphere, instructional materials, discipline, physical facilities, teacher quality, school location, and class size are all characteristics that have been noted to have an impact on students' academic progress in secondary schools by Freiberg (1999). This is because institutions that prioritize quality in all areas—from faculty to course materials to infrastructure—tend to graduate students who perform better academically.

Some scholars have investigated the effect of the classroom setting on students' academic performance in the past. In his study of the relationship between a school's environment and the performance of its regular pupils, Lawrence (2012) zeroed in on the influence of geography. Concerned about pupils' low grades in Nigeria, Odeh (2015) looked into the role their school environment played in their performance. Students' academic performance was shown to be significantly affected by school atmosphere, discipline, and physical facilities in the secondary schools of the Zone "A" Senatorial District of Benue State.

Considering the importance of the school environment, which includes the school climate and the school facilities, to students' academic success in English, the researcher decided to focus on these two aspects of the school environment in order to determine whether or not they contributed to students' academic success. Previous research by Odeh on how poor school

climate and poor school facilities lead students to attain low performance is an example of the detrimental impact of a poor school environment on students' achievement. The researcher then set out to examine high-achieving children in an effort to determine if their educational environment was a significant factor in their success.

SMA Negeri 17 Makassar is widely regarded as one of the best secondary schools in the country. The researcher is interested in the problem of exceptionally high performance at SMA Negeri 17 Makassar. This study was conducted so that the researcher could learn how students at SMA Negeri 17 Makassar felt about the impact of their school environment on their academic achievement and what resources were available to them at their school.

Based on the previous explanation, the objectives of this research were:

1. Investigating the students perception of school environment at SMAN 17 Makassar.
2. Investigating the impacts of school environment on the students' English academic achievement.

B. RELATED LITERATURE

1. Previous Related Studies

School atmosphere and English academic achievement are the focus of this study. They've been studied extensively. Research in those fields includes the following: School environment and academic achievement were studied by Lawrence (2012). 400 sample participants are utilized to measure school climate and academic accomplishment. This study found that school climate depends on location. Still, gender doesn't matter in school. Because urban students have better facilities and classroom environments than rural students, they perform better academically. In secondary schools in Nigeria's zone "A," Odeh (2015) examined how the school environment affects academic performance. The study used 250 teachers. The researchers utilized a 15-item structured questionnaire called the "Influence of School Environment Structured Questionnaire (ICTQ)" to collect data from teachers. The study design was a descriptive survey. The study found that secondary school students in Benue State's Zone "A" senatorial district's academic performance is affected by school atmosphere. Teachers' discipline affects secondary school pupils' academic performance, according to this study's second finding. The third finding showed that secondary school students' performance is similarly affected by school infrastructure.

In Kuala Terengganu, Malaysia, Usaini (2015) examined how school infrastructure, teachers, and atmosphere affect secondary school students' academic performance. A descriptive survey research approach was utilized to collect data from 377 respondents from four selected secondary schools in Kuala Terengganu using a self-administered questionnaire. Stratified random sampling was employed to sample respondents. The data were evaluated using regression analysis. According to the study, kids from schools with appropriate facilities, good teachers, and a good atmosphere do better than those from schools with fewer resources, unqualified teachers, and a less enabling climate. According to Sunday, A.A. (2012), the physical school environment affects senior secondary

school physics students' academic performance. Because labs improve the classroom environment, his research found that physics students in schools with enough labs do better than those in schools with fewer or none. It also found that insufficient facilities, inadequate space, and the layout of classroom, library, and laboratory chairs affected the organization of the learning environment.

This research is related to earlier school environment studies. In his first study on how school atmosphere affects kids' academic performance, Lawrence (2012) found no gender difference. Still, school locations differ. Odeh (2015) found that school climate and physical facilities have a significant impact on student academic achievement. Usaini (2015) found that schools with appropriate facilities, good teachers, and a comfortable environment perform better than those with fewer resources and unqualified teachers. Sunday, A. A. (2012) found that physics students with proper facilities perform better.

However, such findings were not applicable to our study. This study examined students' perceptions of how school climate and amenities affect English academic achievement, unlike the prior study. Because SMAN 17 Makassar is known for its high-quality students, the researcher chose this term for her study. The researcher examined high-English-achievement kids' views on the educational environment, making this study unique.

2. Some pertinent Ideas

The concept of school environment

Students' academic performance is strongly influenced by the kind of school they attend. The School environment includes school facility and school climate.

a. School climate

The way how students and teachers interact has a significant impact on the atmosphere at school. As defined by Crosnoe et al. (2004), "school climate" refers to the overall feeling of a given institution of higher education. When students and faculty work together, it fosters a climate of trust.

According to Lehr (2004), high academic performance is consistently characterized by a positive school climate, and positive school climate is consistently identified as a variable that is a characteristic of effective schools. Most studies examining the relationship between student safety and academic performance started with this concept of school climate. Leaders at educational institutions should prioritize student safety in order to foster an environment conducive to learning. Because a student will only ask questions or be interested if they feel comfortable in the classroom, teachers must also cultivate an environment where students feel at ease and certain that their learning requirements are being met.

Eamon (2005) found that students who have faith in their professors are more invested in their education and achieve better grades as a result. Furthermore, if a school is able to achieve a sense of safety, pupils from all walks of life can succeed (Crosnoe et al., 2004).

Teachers have an impact on pupils' grades, says Muleyi (2008). The way in which

teachers treat pupils is one factor that contributes to their success in school. Schools and student achievement are inextricably linked to the teachers who work there. Therefore, it makes sense to evaluate teachers based on their pupils' success on standardized tests. When their schools and topics do well in national rankings, educators rejoice and receive rewards. In Chile, for instance, the National Performance Evaluation System of Subsidized Schools recognizes high-performing schools and rewards the entire teaching staff. However, when pupils fail to meet expectations, teachers should not be exonerated of responsibility.

It is well documented that educators play a significant role in shaping their students' academic outcomes. In their interactions with students, teachers play a pivotal role in students' educational attainment by converting policy into action and concepts based on practice (Afe, 2001). There can be no doubt about the importance of teachers in the classroom. Educators can greatly affect the way their classes are run. Without the use of certain skills, teachers may not be able to affect their pupils' academic achievement. In order for students to effortlessly apply what they learn in the classroom to real-world challenges, teachers must employ suitable and effective instructional approaches. Instead, empirical research does not find a crucial role for instructors in predicting academic achievement, as stated by Kara and Russell (2001). They noted that there had been no consensus on the value of specific teacher variables.

b. School Facilities

Akande (1995) argues that learning is possible through direct experience with the world. The term "environment" is used here to refer to the physical space where classes are held. Balogun (2002), an author who focuses on the importance of classroom infrastructure, argued that it would be impossible to create a successful schooling system without adequate classroom resources. This is so because access to such resources encourages the growth of analytical thinking and a curiosity for the natural world in students. According to Ajayi and Ogunyemi (1990), when adequate school facilities are made available, not only do students have access to the supplementary materials given by the teacher, but they also learn at their own pace. Students' overall academic performance would increase as a result. According to Fabunmi (1997), students' performance in the classroom will improve if they have access to better facilities.

Based on the explanation about the school environment, the role of school climate and school facility are very crucial in creating a supportive learning environment. Moreover, school climate is identified as one factor that associated with students' academic performance. Therefore, in this study, the researcher would interview students to know their perception about the school climate and facilities in their school related to English.

c. Some concepts of perception

According to Rasyid (2015), perception is the mental representation of sensory data (verbal, written, and nonverbal). According to the online version of Chambers Dictionary (2015), perception is "the act of forming an organized and interpretive

whole out of sensory data about one's external world." Ahmad et al.'s (2008:33) definition of perception states that perception is the main method by which people learn about their immediate environments. To rephrase, "perception" refers to an individual's point of view. This is someone's original take on the events, not necessarily a factual account.

Characteristics of perception

There are three major characteristics that influence people's perception of other people according to Hammed (2009:21):

Perceiver-Specific Characteristics

1. Familiarity with the object of perception, the attitude and mood of the perceiver, the self-concept of the perceiver, and the cognitive structure are all perceiver-specific elements that influence perception.
2. Having prior experience with what is being perceived Those who are already well-versed in the subject matter are in a prime position to offer insightful observations that will ultimately help them make more informed judgments.
3. The frame of mind of the observer The way a person is perceived depends on their frame of mind at the time. In most cases, one's response to stressful events depends on his or her current emotional state. Mood-related information is retained more readily by the human memory.
4. The perceiver's sense of identity Positive self-concept individuals are more likely to attribute positive traits to others, while negative self-concept individuals are more likely to attach negative traits to others.
5. The brain's internal organization A person's way of thinking is a major factor in shaping the way that person sees the world. Some people choose to ignore external indicators of identity like size and look, while others prioritize fundamental features. While most individuals can only focus on one characteristic at a time, there are those who can see them all.

Situation-Specific Characteristics

The social context of the interaction has a significant impact on the impression formed by an individual about another person. Frequently, the strength of situational cues provides unambiguous indications of acceptable behavior in specific environmental contexts. Thus, there are situations that influence an individual's behavior but do not necessarily effect that individual's disposition. In social perception, this is referred to as the discounting principle.

In accordance with the definition of perception and for the purposes of this study, perception is defined as the manner in which individuals interpret other people, objects, or experiences received via the senses from their surrounding environment. In this study, the researcher sought students' perceptions to determine the effect of the school environment on English academic achievement.

Academic achievement

The definition of Academic achievement.

The majority of people work diligently and strive for success, while others simply coast through existence. According to Steinberger in Abisamra (2000), achievement

is multidimensional and intricately linked to human growth and cognitive, emotional, social, and physical development. Achievement is the act of attaining or completing something, sometimes successfully, through effort, skill, or perseverance. Achievement tests, according to Best and Kahn (1989), endeavor to measure what a student has learned. They are particularly useful for determining the academic standing of individuals or groups. The results of achievement tests are used for diagnosing strengths and weaknesses and for awarding prizes, scholarships, and degrees. Academic achievement is typically measured by examination or continuous assessment, but there is no consensus on the optimal testing method or essential components.

Lassiter (1995) defines academic achievement as a student's strong performance in a particular academic area. Good (2009) defines academic achievement as the knowledge acquired or skills developed in school subjects, which typically determine a student's test score or grade. Mehta (1996) defines academic achievement as the curricular and extracurricular academic performance of students.

The researcher can conclude, based on the explanation, that academic achievement is the learning outcome of students' knowledge or skills in school subjects, which are typically assessed through examinations. In this study, the English academic achievement of students was extracted from their reports.

d. Factors affecting students' achievement

The performance or accomplishments of students, such as grades and test scores, were designated as one of the criteria for determining the efficacy of distance education (Merisotis & Philotis, 1999). According to Gage and Berliner (1992), two factors influence pupil achievement: internal and external factors. The two major categories of internal factors are physiological factors and psychological factors.

The researcher concluded that students will focus on a subject if they are interested in it, and if they are not, it is probably because the subject exceeds their talent or skill. Furthermore, student performance is affected by subject interest.

C. RESEARCH METHOD

This research employed case study design. Twenty students were chosen by the teacher as the samples of this research. The data of the students' perception of school environment and its impact on English academic achievement were analyzed by using qualitative data analysis supported by Miles and Huberman.

D. FINDING AND DISCUSSION

Findings

1. The students' perception of school environment at SMAN 17 Makassar.

The interviews showed that all twenty students perceived they were in conducive learning environment. The majority of comments were directed specifically to whether they felt their school is a safe place for learning. The majority of students (16 of 20) used similar response, such as "it's very conducive" or "it's pretty conducive" or it's quite conducive. Two students commented, "the environment is good even though it's not what I want it to be but it's enough", and "I'm comfortable learning here, teachers here are good". It can be seen from data displayed below.

Data 1:

"So... personally I think the environment in my school is very conducive in terms of umm.. learning, socializing, and having a good relationship with my teachers and also my friends.. and so.. over all I think umm.. the environment in my school really help me to shape and grow my characters."

(student 1, interviewed 30/05/2017)

Data 2:

"... my school environment is that it's pretty conducive."

(student 2, interviewed 30/05/2017)

2. The impacts of school environment on students' English academic achievement.

The first piece of this research question was what are the students perception of the impacts of school environment on their English academic achievement. The interview indicated that students feel safe and comfortable learning in their school, with this data and the idea of students perceive their school as conducive place for learning. The students interview were very significant when it came to their perception about the impact of school environment on their English academic achievement. It was found that twenty students had different opinion about the impact of school environment on their English academic achievement.

12 students (60%) who participated in this research perceived the impact of school environment on their English achievement is significant, most of them commented "the impact is very big", "the impact is very strong", and "the impact is big".

Data 3:

"... I would say that the impact of the environment towards my English grades are very big... umm because you know in school we have like English organization to help me, also very good teachers and REALLY many communities to help me into improving my English."

(student 1, interviewed 30/05/2017)

“So, I think.. the impact is strong enough because this school has got library downstairs.. it can improve the students English skill because there are a lot of dictionaries, there are lot of dictionaries that can be studied by the students.”

(student 3, interviewed 31/05/2017)

6 students (30%) believed there is an impact of school environment on their English academic achievement but it is not significant or in their own words “the impact is average”, “the impact is not much”, and “the impact is normal”.

Data 4:

“So.. I think the impact is not so much, because the facilities is just a little bit.”

(student 8, interviewed 02/06/2017)

Data 5:

“Yeah, there is an impact but it isn’t strong.”

(student 16, interviewed 07/06/2017)

2 students (10%) responded the school environment does not give any impact on their English academic achievement. They said “it doesn’t effect my achievement”.

Data 6:

Researcher : *“Menurut Anda bagaimana pengaruh lingkungan sekolah ini terhadap nilai bahasa inggris Anda, apakah ee.. lingkungan sekolah yg seperti ini memiliki pengaruh?”*

In your opinion, How is the impact of school environment here on your English academic achievement, ee.. is this kind of environment has impact?

Student 19: “Umm... enda”

Umm... No.

Data 7:

Researcher : “in your opinion how is the impact of school environment in SMA Negeri 17 Makassar to your English academic achievement?”

Student 20 : “in my opinion, it doesn’t effect my English academic achievement.”

The extract of data interviewed showed that the environment of SMA Negeri 17

Makassar is supportive in terms of promoting students' academic success and also it helps out the students to improve their achievement in English. However, some students considered that the impact of school environment does not take place on their English academic achievement as stated by student 20, and student 19.

3. School climate

The second finding of this research revealed that the students in SMA Negeri 17 Makassar have good relationship with their teachers. Twenty students agreed that their English teachers are very open to their questions or problem related to English subject. Most of them also stated that their English teachers are very helpful and kind. It was proved from students comments when they asked about their relationship with their English teachers. It can be seen from the data display.

Data 8:

“... in school we have like English organization to help me, and also very good teachers.”

(student 1, interviewed 30/05/2017)

Data 9:

“I think my teacher is very kind to the students. For example, I have questions and I directly ask her, then her attention will focus on me and she will answer it”.

(student 3, interviewed 31/05/2017)

Twenty students were interviewed and asked whether their English teachers are always helpful if they need to consult. All participants responded that they were free to consult their teachers in case they did not understand what they have been taught in class. Students respond when asked whether they could ask their teacher anytime.

Data 10:

“... everytime I try to find my teacher to ask for some help regarding my tasks, they are always available. So, I think.. I think it's a plus point.”

(student 1, interviewed 30/05/2017)

Data 11:

“Our teacher also give use her contact number so we can ask her anytime and my teacher always there for us”.

(student 9, interviewed 02/06/2017)

Another positive impact from teacher and students relationship was proved by the students interview, student 10 and student 12 stated that their English teacher gave them materials that encourage the students to use English. The other student stated that their teacher gave them feedback after English test.

Data 12:

“Our English teacher gave us assignment which is encouraged us to use English. The assignments make us practice our English for example like memorizing or writing, it really helps students to understand English”.

(student10, interviewed 05/06/2017)

4. School facility

The final piece of the first reseach question was how English academic achievement is effected by their school environment. The students interviews were significant when it came to school environment and how it affected their English academic achievement. 20 students were interviewed and asked how school environment factor such as student teacher relationship and school facilities affected them.

Data 13:

“I was not that much of an achiever but then enrolling this school people are really supportive in terms of asking me to join competitions and also helping me”.

(student 5, interviewed 01/06/2017)

Data 14:

“firstly we have great teachers that would teach us and whenever we want to ask them something that we don’t know, they’ll always try to help us. Secondly from school there are financial insentifies for example if we have competitions outside Makassar the school will support us financially,our alumni and seniors always couch us and help us through the competitions”.

(student 6, interviewed 01/06/2017)

Data 15:

“I spend most of my time in school with my extra curricular and in the library also in the class. In this school there is an extra curricular called SEEDS. It is seventeen English debating society”.

(Student 7, interviewed 02/06/2017)

This one student articulated a story about how his grade improved after spending more time at school. The student spent most of his time in school, in the library also in the classroom and after the school finished he joined English club which called seventeen English debating

society (SEEDS). The student's score before spending more time in SEEDS is 80 but after he joined it is 90 or so. The student felt significant improvement by experiencing one of the school's facilities.

The school facilities which were found to have an impact on students English academic achievement are library, and SEEDS, which are obtained through interviews. Environment, in this case, refer to the school facilities that are available to facilitate students learning outcome. It includes books, audio-visual, size of classroom, sitting position and arrangement, and also school extracurricular.

a. Library

Library is one of the school's essential which considered as a support to help students to access information and resources specifically in the area of literacy. Based on the observation, it is found that there are about 700 hundreds for students' English book, and it is about 1000 including novels and dictionaries. In a break time, some students seem enjoyed to spend their time in the library. Some of them worked on their homework, their school project, and the other read novels.

The result from the observation above were in line with the result of interview, all participants stated that one of facilities which support them in their school is school library and the researcher continued by asking them question whether their school has enough literature for them or not. They gave various comments.

Data 16:

“The library? Oh yeah...of course the library has really good collections of English literature like some classics, umm like novels from Fitzgerald you know, the beautiful and the damned, the great Gatsby. We have that in our library.”

(student 1, interviewed 30/05/2017)

Data 17:

“There are so many grammar books there which are quiet big books that we can read, and those books kind of hard to find in another place.”

(student 2, interviewed 30/05/2017)

b. SEEDS (School Extracurricular of SMAN 17 Makassar Englis Club)

According to Eccles (2003) participation in voluntary, school-based, extracurricular activities increase school participation and achievement. Participation in extracurricular might be a factor that improved students' engagement in school and achievement. During the interview, the students brought out the statement that guide the researcher to one major language based extracurricular in SMA Negeri 17 Makassar which related to English and they called it SEEDS (Seventeen English debating society). This research involved 20 students with high academic achievement and 11 students participated in SEEDS. From the students' perspective, they said that SEEDS support them in improving their skills in English.

Data 18:

“I would say that the impact of the environment towards my English grades are very big, umm because you know in school we have like English organization to help me, also very good teachers and really many communities to help me into improving my English.”

(student 1, interviewed 30/05/2017)

Data 19:

“I study by myself so I can improve my English skill, it’s not from my school environment. It is just I’m having ekstra curricular called SEEDS but other than that I think it’s not much impact to me.”

(student 2, interviewed 30/05/2017)

Data 20:

“I join an English club in my school and then so I have my seniors to help me in terms of winning competitions.”

(student 5, interviewed 01/06/2017)

The data shows that SEEDS helps the students to improve their English. One of the students stated that his friends in SEEDS helped him a lot in improving his English, he told the researcher when he was in first grade he does not know much about grammar and then his seniors helps him and guide him until he could understand the basic grammar and until he memorized all of the sixteen grammars. Another opinion from student 10 comments about how SEEDS improved his academic achievement.

Based on the interview, six students reported that their seniors and alumni had a very great role in their success of learning. Their seniors and alumni gave them advice before joining competition, gave them motivation such as they need to keep what their seniors already got, guide and teach them about English at SEEDS. They help their juniors to get better achievement in competition and perform better in school, as the result their juniors see them as a role model. It is in line with student 4 comments who said their alumni guide the students and prepare them for joining a competition.

Discussion

This research was conducted as a result of the researcher’s interest in finding out of how the school environment has impact on students’ English academic achievement. It is a topic of interest that has been broadly researched for years in the field of education.

The aim of this research was to explore the students perception about their school environment and its impact on their English academic achievement as it occur. The two research question research questions, the researcher wanted to answer were: How do students perceive the impact of school environment on their English academic achievement, and what are school

facilities that SMA Negeri 17 Makassar provided for students regarding the impact of school environment on English academic achievement. To answer these questions I conducted a single case study at SMA Negeri 17 Makassar, interviewing and observing the environment of SMA Negeri 17 Makassar.

The interview showed that 20 students (100%) liked their school environment. All students believed their school was conducive, safe, and they experienced feeling comfortable which support them in learning. It is in line with Byongg-suk, K. (2012) who stated that students need safety, health, and stimulating environment in which to grow and learned. Learning takes place effectively if positive and comfortable environment is provided for students to study. Another telling result from the interview of student one who clearly said that the environment in her school very helpful in terms of shape and grow her characters. It agrees with Eric, S. (2005) in an article of the role the supportive school environment in promoting academic success that when students find their school environment to be supportive they are more likely growing positive attitude towards themselves and behaviors towards others during the school day.

As student five and student six stated that the environment in SMA Negeri 17 Makassar is very supportive and one of them also said that she developed her English in school because her the environment in her school encouraged her to develop by providing an English club. The finding also agrees with the view of Grover (2015) whose research on student perception of school safety and how it affect their academic achievement indicates that student who feels safe in school will perform better.

However, contradicting statement was said by student 7. He had opinion that the school environment in SMA Negeri 17 Makassar is good though it is not what he wants it to be and when the researcher asked him why he brought out that statement he answered because for a school which perceived as one of the biggest school in Makassar it should have more facilities.

The researcher agrees with the student comments. Indonesia as a developing country still provided the state schools with inadequate facilities for example based on the research it was found that there was only library which considered as physical facility. The school did not facilitate the students with English laboratory, and free wifi as most schools already have that.

Students believe that their school environment has positive impact on their English academic achievement. From the interview, it was found that 80% of students believed that their school environment has positive impact towards their English academic achievement. 7 students of 20 students responded that the impact of school environment towards their grades are very significant. When asked about in what way their school environment gave big impact, students responded it was because their school pushed them and supported them in developing their English by provided extracurricular, and facilities such as library and mini library. Two students clearly stated that when the first enrolled to SMA Negeri 17 Makassar their English were not very good but after experienced one year in this school, their English improved and it was because their teachers and their seniors helped them by during that time. This current findings supported by previous research Usaini (2015) whose research showed that students from a school with adequate facilities, good teacher, and favorable environment perform well than those from schools with fewer facilities, and less enabling environment.

The final theme that ties directly to school climate which in this research it refers to

students and teacher relationship. The finding of this research revealed that English teachers at SMA Negeri 17 Makassar has positive impact towards students English academic achievement. Teachers can give atmosphere where students feel free to consult with their teachers even it is not in the classroom. The data was in line with Crosnoe (2004) stated that school climate is the general atmosphere of school. Trust between students and teachers increase if the school encourages team work. Research also shows that students who trust their teachers are more motivated and as a result they perform better in school (Eamon, 2007).

During the interview, the students brought out the statement that guide the researcher to one major language based extracurricular in SMA Negeri 17 Makassar which related to English and they called it SEEDS (Seventeen English debating society). This research involved 20 students with high academic achievement and 11 students participated in SEEDS. From the students' perspective, they said that SEEDS support them in improving their skills in English. According to Eccles (2003) participation in voluntary, school-based, extracurricular activities increase school participation and achievement. Participation in extracurricular might be a factor that improved students' engagement in school and achievement.

Students stated that school library supported them by providing access to information and student also stated that they can do their assignment in library because the library got a lot of grammars book, and good collection of English literature. The data finding were supported by Lance (2005), noted that collection currency is just as important as collection size. They found that schools with newer collections performed significantly better than those with older ones. The literature also indicates that the instructional role of the librarian is an excellent predictor of student academic achievement. It is in line with the student 13 and student 11 statements, they responded that their library there are a lot of grammars book and the library provide them for what they are looking for, the researcher then concluded that the librarian in SMA Negeri 17 Makassar understands to what kind of English books collection that the students need.

E. CONCLUSION

The present research investigated the students' perception on the impact of school environment of SMA Negeri 17 Makassar on their English academic achievement, and what are school facilities that SMAN 17 Makassar provides for students regarding the impact of school environment on English academic achievement. There are some conclusions related to the findings and discussion in the previous chapter.

The school environment in SMA Negeri 17 makassar supports the students' learning and it is also a comfortable place for students to study. The impact of school environment on students' English academic achievement were categorized into three major parts, they are students who believed their school environment has significant impact on English academic achievement, students who believed their school environment has not significant impact on English academic achievement, and students who believed that the school environment doesn't have any impact on their English academic achievement.

Students with high English achievement believed their achievement were high because their teacher created positive learning environment where the students felt safe to ask questions

and advise from their teacher. Beside teacher-students relationship, some students argued that their friends helped them in learning English, they taught their friends grammar and practice talking in English. This kind of environment with their teacher and friends, it supported them to improve their English achievement eventough their school did not provide them with many facilities.

There are two facilities that SMA Negeri 17 Makassar provided to improve students' English academic achievement. Those were library, and SEED. Based on the finding of the research, it is found that the more skillful students the more they use the facilities. It can be concluded that the results of this research is in line with the theory of Eric (2005) who stated that supportive school environment improved students English academic achievement.

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