

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers concept of learning environment, club, English proficiency and previous studies.

A. Concept of Learning Environment

The quality of learning environment is believed as one of the determinant of successful in learning. This assumption is certainly motivated by several studies that have been submitted by experts.

1. Definition of Learning Environment

The environment is an important factor in the growth of living things. Human naturally learns from their environment. They learn to walk, talk, and behave from their environment. Abrantes and Gouveia (2010) states that children have curiosity to explore objects and make their own conclusions. Based on the conclusion they took, their brain assume them as an experience that will hardly be forgotten. As children grow, they receive more lesson and value from some sources such as family and formal education. Caine and Caine (2007) assert that natural education is commitment of perception and action what one has on things. Fraser in Freiberg (2005) reviewed 40 past studies of classroom environment on student outcomes that affect outcome measures, various instruments and various sample across numerous countries and levels. The research found that learning environment was found to be consistently and strongly associated with students' achievement and affective

outcomes. Hamalik (2011: 196) states that learning environment is composed of some other environment that construct it, such as:

- a. Social environment is a community environment that consists of large or small group;
- b. The personal environment includes individual that affects other individual;
- c. The natural environment includes natural resources that can be empowered as a learning resource;
- d. Cultural environment includes of culture and technology that are used in the learning process.

2. Classification of Learning Environment

It is believed that learning can be done everywhere. As social beings who provide support to fellow living creatures, humans provide the best environment to foster good values and knowledge. Slameto (2003: 60) states that there are three classification of learning environment.

a. Family environment

The role of family cannot be separated from the quality of ones' personality, character and interest. In the family, the elder members have a big role in providing support in kids' learning process. The factors that family can do are 1) how educate children; 2) relationship between family members; 3) guidance from parents; 4) home atmosphere; 5. Economic circumstances of the family. Family environment give a big impact to kids' learning ability because they spend most time in this environment.

b. School environment

School environment is required to have a good support system for students. The relationship between teacher and student is important not only about how the teacher can deliver lessons but also gives positive values to students. Furthermore, the relationship of students with other students is very important to be maintained. Students' negotiation, collaboration, problem solving and debate skills can be formed if they have relationships with other students. So they will grow into a mature person in terms of emotions and knowledge. Besides that, learning tools, curriculum, school policy and school facilities are also very influential on the success of a learning environment. Adequate tool kits will help students to improve students' learning abilities.

c. The other environmental community

Peer group, neighboring environment, activity in community and social media give big yet strong influent to the students.

3. The Principles of Creating Learning Environment

Jamieson at,al. (2000) states that there are seven principles of creating learning environment such as:

a. Design space for multiple uses concurrently and consecutively

The learning environment needs to allow for learners' formal and informal activity. Radloff (1998) states that students' spend 80% of their time to do informal activity. So the learning environment needs to support them in facilities inside and outside the classroom.

- b. Design to maximize in inherent flexibility within each space

The students' area of learning must be flexible enough for them to study. The ideal area used to be quickly re-organize that support formal activity, group work, computing, etc.

- c. Design to make use of the vertical dimension in facilities

The area of learning used to be utilized well. The floor, tables, walls, and ceiling can be utilized to support students' activity. Students themselves or teacher can modify the area for their learning need.

- d. Design to integrate previously discrete learning environment functions

Learning environments are not just limited to classrooms. Other supporting facilities should support student learning activities. Cafeteria, library, lounge, and even school corridors can be optimized to support student learning.

- e. Design features and function to maximize teacher and student control

The relationship between students and teachers in the classroom cannot be separated. The function of the teacher as a facilitator is needed in the student learning process. However, making students learn independently is very necessary. Teachers can help students in their learning process.

- f. Design to maximize alignment of different curricula activity

The curriculum, regulations, and student facilities in their learning environment must be considered so that they are always interrelated. This needs to be maintained so as not to deviate from one another. Curriculum changes will have an impact on the learning process, facilities and student learning environment. It is very important for the school to always keep it mutually supportive.

- g. Design to maximize student access to, and use and ownership of, the learning environment

A good learning environment is a learning environment that supports and facilitates students in carrying out the learning process. Good facilities will make students learn independently comfortably.

4. The Modern Learning Environment

It is undeniable that developments and modifications in education are often done to answer the needs of the present era. Many things change like technology, types of job and life style. The learning environment that students need also evolves with these changes.

a. Technology environment

Imagine years ago people wrote letters on a piece of paper and it was needed some days to the letter came to the recipient. Nowadays, people use emails and come chatting platform that can send the message in a flash. The use of internet helps people to do a lot of

things. Fraser in Freiberg (2005: 455) states that the combination of a personal atmosphere, together with the ability to manage their time and what to learn, makes the use of courses of e-learning increase. This is supported by the existence of several supporting devices such as computers, smartphones, iPads and internet connections that make anyone can make video calls.

b. Collaborative Technology Environment

The use of new technologies leads us increasingly to a student-centered model (Bricall, 2004). Fraser in Freiberg (2005) states although this is a better way to promote interaction between groups, there is a set of problems, so this strategy does not fit all the teaching. From Fraser statement it can be concluded that in 2005 collaborative learning was still difficult to be implemented using existing technology. This problem has been broken now due to several applications that provide video calling facilities with many people. Like the *Zoom* application that can be used to make video calls with more than 20 people. Technology continues to grow in fulfill human needs.

c. Mobile Technology Environment

Nowadays mobile technology environment has been adapted as the solution to make students have fun yet independence in learning. The m-learning changes the paradigm of teacher-centered education to education at first hand at the right time and for a lifetime (Good, 2006). The use of mobile technologies in education will bring

impacts on student motivation, collaboration among students, and on their mobility (Laouris & Eteokleous, 2005). Nowadays mobile technology environment has been adapted as the solution to make students have independence in learning.

B. Independent Learning

Independent learning is defined as that learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet the learner's own learning needs (Kesten, 1987). In independent learning concept, students have opportunity to learn what they want to learn by themselves. In school context, independent learners get a responsibility to learn outside the classroom after the classroom learning is over. Egel (2009) states independent learning activities support the development of person into lifelong learners. Besides, Jarvis (2007) and Weinstein et al. (2011) state that the ability to continue to learn and become lifelong learners will make individuals are not left behind by the times and will still be able to be part of the world community. The activities of independent learning focus on learner-centered rather than a teacher-centered.

C. Club

Today many schools develop clubs as media for students to learn life skills and character building. Their roles are very trusted to improve children's abilities. In this research, the researcher will examine a club in the school.

1. Definition of club

Merriam-Webster Dictionary asserts that club is a group identified by some common characteristic. Meanwhile, Wikipedia writes that club is an association or organization dedicated to a particular interest or activity. It can be said that club is a group of people who have some common characteristic in a particular interest or activity.

2. Reading Group in Accelerated Destiny Academy

As a group of people who have some common characteristic in a particular interest or activity, reading club in Accelerated Destiny Academy is a group of students who have reading interest. Their club has been growing become a learning environment for the students. They learn and share information toward the club' members.

D. English Proficiency

1. Definition of English Proficiency

Proficiency is someone's skill in using language for a specific purpose. Proficiency refers to the degree of skill which a person can read, write, speak or understand language (Richard et al, 1992: 204). English proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired English language. So English proficiency is the ability of someone to master English skills such as reading, speaking, listening and writing.

2. Language Domain

To be fluent in English, someone need to master the language skills. Blagojevich et.al (2004:4) stated that English language proficiency standards encompass four language domains: listening, speaking, reading and writing. The explanation about those skill domains are explained below:

a. The Listening Domain

Listening is the way language learner gets the input of a language. When a person listens it means that he or she tries to understand oral communication which is presented by a speaker and accompanied by body language and/or visual clues.

b. The Speaking Domain

English language learners need to practice what they learn 1by speaking. They can improve their speaking skill by speak with peers and native speakers.

c. The Reading Domain

Reading is included as language input because language learners can learn grammar, structure and vocabularies by reading books, novels, news and anything else that are written in target language. ESL/EFL students will need experiences with a variety of texts, including the use of digital media. English Language Learners will need guided experiences in retelling, asking

questions, translate the meanings, and find out the main ideas in order to experience true comprehension.

d. The Writing Domain

Communication is can be done by writing besides speaking. Nowadays, lots of people choose written communication such as short message or sending text through some platforms. Besides, English language learners may need a variety of supports for writing. Students will need guided opportunities to write for a variety of purposes, including writing letters, essays, poetry, and other forms of written discourse.

5. Proficiency Level

Proficiency level each language learners are different. This is influenced by the duration and quality of their learning.

Table 2.1

Level	Description
Beginning	Have little no ability to understand spoken English used in academic or social settings. <ul style="list-style-type: none">• Struggle to understand simple conversations and simple discussions even when the topics are familiar.• Struggle to identify and distinguish individual words and phrases during

	<p>social and instructional interactions.</p> <ul style="list-style-type: none"> • May not seek clarification in English when failing to comprehend the English they hear. • Frequently remain silent, watching others for cues
<p>Low Intermediate</p>	<p>Have the ability to understand simple, low frequency spoken English used in routine academic and social settings.</p> <ul style="list-style-type: none"> • Usually understand: simple or routine directions, short simple conversations, and short simple discussions on familiar topics • Often identify and distinguish key words and phrases necessary to understand the general meaning. • Request the speaker to repeat, slow down, or rephrase speech when failing to comprehend.
<p>High intermediate</p>	<p>Have the ability to understand simple, high frequency spoken English used in routine academic and social settings.</p> <ul style="list-style-type: none"> • Appear to understand more English than they really do.

	<ul style="list-style-type: none"> • Functions fairly well in face-to-face contextualized conversation. • Experiences difficulty with academic language and higher order thinking skills in English. • Can learn using English, still needs many nonverbal cues to construct meaning.
<p>Advance</p>	<p>Have the ability to understand, grade-appropriate spoken English in social and academic settings.</p> <ul style="list-style-type: none"> • Understand longer, elaborated directions, conversations, and discussions on familiar and some unfamiliar topics. • Understand main points, most important details, and some implicit information during social and basic instructional interactions. • Occasionally require/ request the speaker to slow down, or rephrase to clarify the meaning of the English they hear.

Modified from www.academics.utep.edu/default.aspx?tabid=52965 and www.livoniapublicschools.org/webpages/fbahoora/parent.cfm?subpage=28169

E. Previous Study

Considering previous research to work on future research is needed in carrying out a study. This research if focus on student's independent learning in a club that makes the club helping them in improving their English proficiency. Consider in those background, the researcher put provide some previous studies related to the research.

Nalatambi, Shahuddin and Zaludin (2015) conducted a research entitled Students' Perception on Independent Learning and Possible Impact on the Students' Performance at Pre –University. The subjects of the data were pre-university students in private university in Malaysia. The result of the study was majority students agreed that the students' performance at Pre – University is positively contributed based on their independent learning skill and practice.

Another study was conducted by Umar (2017) entitled The Effect of Classroom Environment on Achievement in English as a Foreign Language (EFL): A Case Study of Secondary School Students in Gezira State: Sudan. The aim of these observation visits is to check the suitability of classroom atmosphere, adequacy and appropriateness of seating facilities, textbooks availability, libraries, classroom cleanliness, classroom size, and availability of teaching aids and technology. It is revealed that the Experimental group

students who study in favorable classrooms environment have done significantly better in the English language test than their counterparts in the Control group who study in less adequate classrooms environments.

Another research was done by Renandya (2007) entitled *The Power of Extensive Reading*. He believed that extensive reading is given wide access to large quantities of comprehensible input, may just be the right antidote for our pupils' learning problems. Even in the unlikely event that extensive reading does not produce measurable language gains, it will surely result in a more enjoyable language learning experience. He suggested that the evidence for extensive reading is simply too strong to ignore.

The previous studies above Based on the previous studies about how learning environment, independent learning and extensive reading give strong effect toward EFL's learning outcome, the researcher wants to conduct a research entitled *Learning Environment: Activities and Contribution to Improve Students' English Proficiency*.