Learning facilities, instructional activities and teacher assessments' effects on students' English achievement

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Abstract

This study aims to analyze the effect of the learning facilities, instructional activities, and teacher assessments on students' English achievement of SMPs/MTs in Ende. This research was ex-post facto, involving three independent variables and one dependent variable. This research was conducted at 10 SMP/MTs in Ende. The population of this study was eight graders of the schools i.e., 1146 students. The sample consisted of 278 students which established by using proportional random sampling technique. The research instruments were three questionnaires and tests. The data were analyzed by using partial correlations and multiple regressions. The result showed that $r1(2,3) = -0.026$, sig 0.670), $r2(1,3) = -0.050$, sig 0.41), $r3(1,2) = 0.322$, sig 0.000) and $R1,2,3 = 0.425$, sig 0.000.

Keywords: learning facilities, instructional activities, teacher assessment, students' English achievement

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INTRODUCTION

Curriculum development is proposed to achieve goals. The goals are direction to go to. Way to the goals is through steps of planning, implementing and evaluating. They are detailed by Nation and Macalister (2010, p.3) in environment, needs and principles, for the first, and format and presentation, content and sequencing and monitoring and assessing, for the second. They should not be seen as separately parts but as a closely united. The missing of a unit is the loose of the goals.

In fact, planning, implementing and evaluation are orderly happened. For a purpose of having a good implementing, the planning should be well designed, and as a consequence there can be seen good result on evaluation. A consideration should be made on actors. Planners are not executor in the implementation and they might not be evaluators. Such condition sets a need of well transferred. Problems in transferring adopt misconception in all. So far it is the most careless aspect to consider about in curriculum development.

Possessing this writing topic has led the focus of this discussion on implementing. As has been stressed before, it is not a disintegrated unit but an integrated one to the others. It is called as curriculum executor and since it is situated in the central location, the most essential position, it becomes mediator of the curriculum planning and evaluation. In the school level, implementing has its own planning, implementing and evaluation. In its portion, planning deals with considering facilities and designing instructional activities, implementing is with strategy of using the facilities and doing instructional activities and getting formative test result, and learning achievement is with evaluation. As it consists of planning, implementing and evaluation, it is a tightly unit which cannot be separated one another.

The purpose of the learning facilities presence is to let learners be comfortable in doing tasks. In accordance with the idea, in *Peraturan Menteri Pendidikan Nasional Tahun 2007 Nomor 24* it is stated that standard of *SMP/MTs* infrastructures are *satuan pendidikan, lahan, banguanan gedung,* and *kelengkapan sarana dan prasarana*. It is so certain that there should be a meaningful consideration to present those four aspects as the infrastructure standard namely to support the learning success. Their

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presence is viewed well in reality but they can be out of the rule of game. Let me say a classroom capacity is maximum 32 students but there can be more than that. Students have no way to complain and it has impacts as unrealizable ones. Since they are psychologically impacted, they are considered to be the longer the worse. It is the reason why a special consideration should be proposed to.

Knowledge about reasonable learning facilities is surely piloted teacher consideration in carrying out class. It cannot be ignored that no comfortable being in a crowded. The temper takes away one's spirit and such condition cannot be called as fertile climate for accomplishing tasks. There could be a choice of having a suitable material outside of the classroom or facilitating certain materials by having fun games. Having class around the school circumstance and fun games are more relax things to do but more difficult to be prepared and controlled. The main thing to worry about is to achieve a formal learning objective by doing relax. A task given outside classroom must be the one that set up without any table requirement. It means that written tasks are limited.

Instructional activities take place as an important part in designing lesson plan. In *Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007* it is stated as the ninth of those eleven and consists of pre, on-going and post activities. Those three steps are developed to achieve target competences by certain learning characteristics judgments. Caring learner needs in making judgment is a key point to success. In relation to the consideration, Arwood (2011, pp, 119-120) suggests his view point that "If educational programming and curriculum designs do not integrate thinking and language, those who think visually, but live in an auditory culture, will have restricted problem solving and social development as an adult". This is one of the cases that have not been put into focus. The concentration in designing the activities is made on creating situation in which learning can take place and improve learning effectiveness as well.

It is realized that the more sense applied the more things can be grasped. For such reason, it can be said that a good process of teaching and learning is done by employing more than one human sense. There has been caught that teachers usually have English instruction in an oral explanation. It makes sense that students catch materials just by their sense of hearing. There is so lack learning experience attained through combination of sense of hearing, looking and touching at the same time. The preparation of computer as learning aids and media has not been best possible used for gaining better learning achievement. In reality, the achievement of those who have such instructional media and those who do not are the same.

In real world, instructional activities present as the art of making happened expectation in execution. The earlier is accomplished by imagination on the learners needs and the later is by action within the learners need. Instructional activities are characterized by tasks that can be teacher made, textbook prepared or combination of both. The preference is very much made on the consideration of gaining learning objectives as much as possible. It is mostly about what learners have to do to generate learning. Null (2011, p.29) states that "Teachers are the agents who take an official (or unofficial) curriculum and present it to students within a specific classroom". The teacher provides in his guidance helpful learning scaffolding by a consideration on the relationship between the activities that teacher and students are doing and what students are supposed to learn. Relating to the notion there can be seen that learning problem adopts in a situation where a disconnection between the instructional activities and the learning target. Such condition directs to a reality of low learning achievement.

Time allocation to hold instructional activities is directed through a book called *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* (2007, p.11) it is stated that time allocation is mostly 4 times 40 minutes a week and structured assignments and unstructured self learning is around 0-50% of the time allocation for classroom learning. Based on the direction, Ende government through its educational Affair decides to have 244 effective days by the division 119 days in first semester and 125 days in second one. Based on the internal consideration there should be other time allocation for another instructional activities. The arrangement of the classroom instructional activities is arranged regularly but the other one is mostly out of control. Time of community learning has been formally stated by the local government but it has not been followed up through a concrete implementation. It surely has impacts

to the achievement targeted in the teacher measurement by the lack of time consumption.

The success of designing lesson plan, instructional activities in classroom and outside the classroom is measured by teacher assessment. Teacher sees his facilitation to guide learners to learn come into learners mind. They show the right way to response the teacher test. In *Peraturan Menteri Pendidikan Nasional Nomor 20 tahun 2007*it is stated that teacher assessment is teacher made measurement which is sustainably made to control and to develop learners learning process and to improve the effectiveness of instructional activities. Regarding to the notion, it can be interpreted that teacher measurement can be made right after a class, a competence or a unit of competence. The purpose as stated in the notion means that there should be classically or individually corrections made on the way to gain the learning objectives. This condition attracts what so called as remedial to solve learning problems faced in the instructional activities by proper diagnoses. The worse result achieved the more time consumed. There seems to reality that the final score of the teacher assessment is the score that has been graded up through a process.

Students' English achievement is a description of teacher assessment accumulation which is from the achievement of each competence. A good English achievement comes from a good English teacher assessment. They must go on the same way. Anderson, 1995; Newell & Rosenbloom, 1981 in Hill and Flynn (2006, p.10) stated "In fact, students generally do not reach 80 percent competency until they have practiced a skill at least 24 times." It ensures that students' achievement cannot be seen apart. The accumulation of good support of learning facilities, effectiveness of English instructional activities, and well development of English teacher assessment make happened good students' English achievement. There have been shown in the reality that the students' English achievement in National Exam year 2013 is 46.61 which belong to D classification and the passing percentage is 99%. Based on the achievement, it can be concluded that the number of passing students does not show the achievement quality.

Factors of learning facilities, instructional activities and teacher measurements on students' English learning achievement are called as important factors in English instruction. It makes an attraction to hold a quantitative research on the effects of learning facilities, instructional activities and teacher measurements on students' English learning achievement of SMP/MTs in Ende. Based on the theoretical background and the theoretical frame work above, the hypothesis of this study can be drawn as follows: (1) Learning facilities have a positive and significant effect on students' English achievement of SMP/MTs in Ende when instructional activities and teacher assessments are controlled; (2) Instructional activities have a positive and significant effect on students' English achievement of SMP/MTs in Ende when learning facilities and teacher assessment are controlled; (3) Teacher assessments have a positive and significant effect on students' English achievement of SMP/MTs in Ende when learning facilities and instructional activities are controlled; (4) Learning facilities, instructional activities, and teacher assessments have a positive and significant effect on students' English achievement of SMP/MTs in Ende.

METHOD

The approach used in this research was quantitative. It described about what was happening and then recognized whether there were effects between dependent variables and independent variable and the significant level of the research variables. The data of the research were formulated in numbers, and the result was analyzed by using SPSS version 16.0 for windows.

The research was a research of *ex-post facto* where the existence of th variable were those that had already happened.
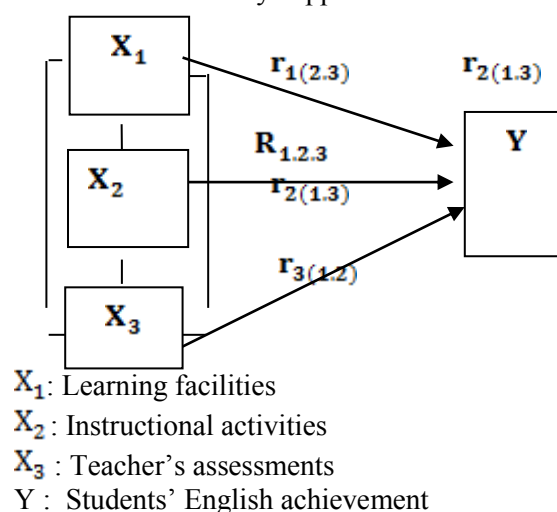

X_1: Learning facilities
X_2 : Instructional activities
X_3 : Teacher's assessments
Y : Students' English achievement

Figure 1. Research Design

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The eighth graders of those schools were 1146. They were population of the research. Based on the sample size table from The Research Advisors (2006, p.2) for 1000 population for sampling error of 5% were 278. The proportional random sampling was applied to define those 278 from the population. The selection of the sample was done randomly as all has the same chance to be the research sample.

Data were collected by using questionnaires and tests. The first were used to measure those independent variables and the latter were used to measure the dependent variable. They both were built up by researcher based on blue print. The scale of Lickert was used for questionnaires English mastery test was a test of multiple choices with four options. It was developed based on the curriculum of 2006 for eight graders. The instruments had also been consulted to the expert to get expert judgment to prove content validity. The instruments were then consulted to Prof. Sugirin, M.A., Ph.D, as an expert in the field of English instruction, to prove their content validity.

There were 30 students from the population chosen as respondents to answer the questionnaires and the test for the validity and reliability test. The instruments construct validity was proved by using Pearson correlation product moment. Decision made was based on the significant probability value (2-tailed). When the r-observed was higher than 0.30, the instruments construction was called as a valid one. To see the reliability of the instruments, each of them was broken down into two to have a split half test. Reliability of the instruments was known by the application of Spearman Brown formula (Sugiyono, 2012, p.190) $r_i = \frac{2.rb}{1+rb}$. The result of validity and reliability tests can be seen in the table below:

Table 1. The Result of Validity and Reliability Tests

Variables	Validity			Reliability
	Item	Valid	Corrected	
X1	25	15	2	0.837
X2	25	18	-	0.795
X3	25	20	-	0.851
Y	30	18	2	0.684

Remark:
X1: Learning Facilities
X2: Instructional Activities
X3: Teacher Assessments
Y : Students' Leaning Achievement

FINDINGS AND DISCUSSION

Findings

Techniques of data analysis were done by analyzing requirement tests and hypothesis tests.

Requirement Tests

Normality Test

The normality test is made to know whether or not the research data normally distributed. It should be made since data of a research variables should be in a normal distribution. It is a condition that should be made to test inferential statistics. To measure the result of the normality test there should be hypothesis that can be used to measure whether the data is from normal distribution population or not. The hypotheses are stated in the following:

Ho: Data is not from a normal distribution population.

Ha: Data is from a normal distribution population.

A condition targeted was the data considered to be a normal one when the their distribution was higher than 0.05 (p > 0.05). In this case, Ha is received when the Z significance is higher than 0.05 and Ha is rejected, when it is lower than that. In this research the significance of Z used is the one Kolmogorov-Smirnov. By the help of SPSS version 16.0 for windows, one sample Kolmogorov-Smirnov test is made. By applying the test, the significance of the Kolmogorov-Smirnov Z of each variable has been found. A complete description of the Kolmogorov-Smirnov Z of the variables of learning facilities, instructional activities, teacher assessments and students' English achievement are presented as in the following table.

Table 2. Result of Normality Test

No.	Variables	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
1.	X1-Y	0.913	0.376
2.	X2-Y	0.741	0.643
3.	X3-Y	1.067	0.205

The table of the normality test above is the presentation of Kolmogorov-Smirnov Test. The significance of the learning facilities variable is 0.376, instructional activities variable is 0.643, teacher assessments variable is 0.205. The significances of those variable are higher than 0.05 (p > 0.05). This is to show that the

data of the variables were normally distributed. It is to prove that Ho is rejected and Ha is accepted. This condition proves that data collected for this research namely data of the variables of learning facilities, instructional activities, teacher assessments and students' English learning achievement can be analyzed by using the technique of parametrical statistics.

Linearity Test

The linearity test is a test that should be done to know whether or not the relationship between the independent variable and the dependent variable are linear. The linearity test should be done as a condition to have some statistical procedures such as linear regression and correlation. The hypothesis used to prove the linearity relationship is as in the following.

Ho: The correlation between independent and dependent variables is not linear.
Ha: The correlation between independent and dependent variables is linear.

By the help of SPSS version 16.0 for windows, the relationship between independent variables and dependent variable has been tested through the significance of each variable. It is stated that a good linearity should be $F > 0.05$. The presentation of following table is to show about the result of the linearity test.

Table 3. Result of Linearity Test

Variables	F-count	F-table	p	Conclusion
X1 – Y	0.998	1.52	0.479 > 0.05	Linear
X2 – Y	1. 207	1.45	0.210 > 0.05	Linear
X3 – Y	1.238	1.52	0.197 > 0.05	Linear

The linearity of learning facilities variable and the students' learning achievement variable through F observed was 0.998. It was lower than F-table (39.237) 1.52. The significance was 0.478. It was higher than 0.05 ($p > 0.05$). The linearity of instructional activities variable and students' learning achievement as dependent variable through F observed was 1.207. It was lower than F-table (34.242) 1.45. The significance was 0.210. It was higher than 0.05 ($p > 0.05$). The teacher assessments variable and students' learning achievement variable also showed the linearity through the F observed 1.238. It was lower than F-table (39.237) 1.52. The significance was 0.197. It was higher than 0.05 ($p > 0.05$).

The condition as shown above means that each independent variable correlation with the dependent one is said to be linear. Ha is proved to be received and Ho is rejected. It indicates that data of the variables can be used for linear regression and correlation.

Multicolinearity Test

Since this research applies more than one independent variable, the multicolinearity test was needed to be done. It was to know whether or not those independent variables or in this case called as predictors were correlated with one another. The hypothesis that can be used to prove the multicolinearity test is stated in the following:

Ho: There is no multicolinearity between independent variables.
Ha: There is multicolinearity between independent variables.

To prove the hypothesis, it was seen through the value of Durbin Watson of each variable. When the value is lower than 2 (< -2), it can be said that there is positive multicolinearity, but when it is higher than 2 (> 2), it has negative multicolinearity. The following table shows the value of Durbin Watson of each predictor.

Table 4. Result of Multicolinearity Test

No.	Variables	Durbin-Watson	Conclusion
1.	X1	0.916	No Multicolinearity
2.	X2	0.998	No Multicolinearity
3.	X3	1.145	No Multicolinearity

Based on the data, there can be seen that the value of Durbin-Watson of the variables take place in the area of -2 and 2. Durbin Watson of the learning facilities variable was 0.916, the instructional activities variable was 0.998, and the teacher assessments variable was 1.145. The result showed that Ho is received and Ha is rejected. The conclusion can be taken that there is no relationship between a predictor to another or there is no multicolinearity.

Heteroscedastisity Test

If there is no influence between dependent variable to the independent variable significantly, it can be said that the regression model have no heteroscsedastisity, or in other words they are homogenous. It can be seen from the probability significance value above 0.05. The hypothesis used to prove this kind of test is stated in below.

Ho: There is no heteroscedastisity between dependent and independent variables

Ha: There is heteroscedastisity between dependent and independent variables

The Spearman's Rho test can be used to prove the hypothesis. When the value of significance unstandardized residual is higher than 0.05 (p > 0.05) Ho is accepted and Ha is rejected. The result of Spearman's Rho test for each variable is displayed on the Table 5.

Table 5. The Result of Heteroscedastisity Test

No.	Variables	Significance Unstandardized Residual	Status
1.	X1	0.927 > 0.05	No heteroscedastisity
2.	X2	0.753 > 0.05	No heteroscedastisity
3.	X3	0.859 > 0.05	No heteroscedastisity

It was seen that each variable's significance value is higher than 0.05 (p > 0,05). It was seen that there were no heteroscedastisities between dependent and independent variables. Herewith a conclusion could be made that Ho was received and Ha was rejected.

Hypothesis Tests

Hypothesis 1 Test

Ho: Learning facilities do not have a positive and significant effect on students' English learning achievement when instructional activities and teacher assessments are controlled.

Ha: Learning facilities have a positive and significant effect on students' English learning achievement when instructional activities and teacher assessments are controlled.

α = 0.05

Criteria: if p < α, Ho is rejected and Ha is accepted.

Statistics Analysis = 0.670 > 0.005

Conclusion**:**

The correlation between learning facilities toward students' English achievement when instructional activities and teacher assessments are controlled was -0.026. It showed a negative effect. It was lower than its individual correlation (0.192>-0.026). The significance value was 0.670. It was higher than 0.05.

The results of the analysis gave a meaning that when the instructional activities and the teacher assessments are controlled, the learning facilities had negative and insignificant effect toward the students' English learning achievement. The correlation belonged to the low level of correlation. The negative correlation showed a meaning that the more learning facilities the lesser students' English achievement. It is concluded that Ho is accepted, and Ha is rejected. When the instructional activities and teacher assessments are controlled, learning facilities had a negative and insignificant effect on the students' English learning achievement.

Hypothesis 2 Test

Ho: Instructional Activities do not have a positive and significant effect on students' learning achievement when learning facilities and teacher assessments are controlled.

Ha: Instructional activities have a positive and significant effect on students' English learning achievement when learning facilities and teacher assessments are controlled.

α = 0.05

Criteria: if p < α, Ho is rejected and Ha is accepted.

Statistics Analysis = 0.410 > 0.005

Conclusion:

The correlation between instructional activities and students' English achievement when learning facilities and teacher assessments are controlled was 0.050. It has a positive effect. It was lower than its individual correlation (0.291>0.050). The significance value was 0.410. The value of the significance was higher than 0.05 so it was insignificant correlation.

The result of the analysis gave a meaning that when learning facilities and teacher assessments are controlled, the instructional activities had a positive and insignificant effect on the students' English learning achievement. The correlation belonged to a very low level of correlation. The correlation cannot be generalized to the population. The positive correlation showed a meaning that the more instructional activities the more students' English achievement.

It is concluded that Ho is accepted, and Ha is rejected. When learning facilities and teacher assessments are controlled, the instructional activities had a positive and insignificant effect on the students' English learning achievement.

Hypothesis 3 Test

Ho: Teacher Assessments do not have a positive and significant effect on students' learning

achievement when learning facilities and instructional activities are controlled.

Ha: Teacher Assessments have a positive and significant effect of on students' learning achievement when learning facilities and instructional activities are controlled.

α =0.05

Criteria: if p < α, Ho is rejected and Ha is accepted.

Statistics Analysis: 0.000 < 0.005

Conclusion:

The correlation between teacher assessments and the students' English achievement when learning facilities and instructional activities are controlled was 0.322. It was lower than its individual correlation (0.422>0.322). The significant value (2 tailed) was 0.000. The significant value was lower than 0.05 (0.000<0.05). They gave a meaning that when the learning facilities and the instructional activities are controlled, the teacher assessments had a positive and significant effect on the students' learning achievement. The correlation belongs to the low level of correlation.

It is concluded that Ho is rejected and Ha is accepted. When learning facilities and instructional activities are controlled, teacher assessments had a positive and significant effect on the students' English learning achievement.

Hypothesis 4 Test

Ho: Learning facilities, instructional activities and teacher assessments do not have a positive and significant effect on students' learning achievement.

Ha: Learning facilities, instructional activities and teacher assessments have a positive and significant effect on students' learning achievement.

α =0.05

Criteria: if p < α, Ho is rejected and Ha is accepted.

Statistics Analysis = 0.000 < 0.005

Conclusion:

The determinant coefficient was 0.425 and the significance value from ANOVA table was 0.000. It is lower than 0.05.

They gave a meaning that learning facilities, instructional activities and teacher assessments variables had a positive and significant effect on students' learning achievement. Consulted to the level of correlation, this correlation belongs to the average level of correlation.

It is concluded that Ho is rejected, and Ha is accepted. Learning facilities, instructional activities and teacher assessments variables had a positive and significant effect on the students' English learning achievement. Based on the multiple linear regressions, it indicates that learning facilities, instructional activities and teacher assessments can be used to predict students' English achievement. It means that when learning facilities, instructional activities and teacher assessment are optimized, the students' English learning achievement can be increased.

The effect of the learning facilities, instructional activities and teacher assessments on the students' English achievement was 43.6%. It can be said that the effect of the other factors on the students' English achievement was 56.4% (100% - 43.6%). By the help of SPSS version 16.0 for windows from the coefficient regression table, the regressions equation was

$\hat{Y} = 2.773 + (-0.038) X_1 + (-0.031) X_2 + (0.673) X_3 = 52.198$.

Discussion

The Effect of Learning Facilities on Students' English Learning Achievement when the Instructional Activities and the Teacher Assessments are Controlled

The effect of learning facilities on the students' learning achievement when the instructional activities and teacher assessments are controlled shown by the correlation $r_{1(2.3)}$ is -0.026 and the significance is 0.670. The effect is seen as a negative but insignificant one. It shows a negative but insignificant effect on the students' learning achievement. This correlation is lower than its individual correlation (-0.026 < 0.192). The condition states that in the learning facilities and the constant instructional activities and teacher assessments, the students' English learning achievement is getting worse. It clearly indicates that when the students have better learning facilities in the constant instructional activities and teacher assessments, their English learning achievement is getting better as well. The insignificant effect between learning facilities and students' English achievement when instructional activities and teacher assessments are controlled means that this coefficient correlation cannot be generalized to the whole population where the sample are taken from.

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In relation to the data collected, it should be emphasized that learning facilities have a negative effect on students' English learning achievement of SMP/MTs in Ende. The result of the analysis does not support learning theories which is stated that learning facilities are an important thing to be considered in the English instruction. Based on the analysis result, Ha of the hypothesis 1 namely, learning facilities have a positive and significant effect on the students' English achievement is rejected.

The result of the analysis shown above is different from what Sakat (2012) had in a study by the title of "*Pemanfaatan Lingkungan Sekitar Sebagai Media untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa dalam Pembelajaran Tematik Kelas 3 SDN Salero 1 Kota Ternate Maluku Utara*. Through an action research, Sakat found that surrounding environment as one of the learning facilities had made use to the students learning achievement. It shows that the use of a particular learning facility for supporting a certain kind of instruction should be developed as well as possible. Its misused will certainly lead to a misconception.

The presentation of the research data in the descriptive analysis shows that from those 278 students as samples, more students are below the mean of the variables. It describes about a condition that many students of the sample do not get much supports from the learning facilities in their English learning. In accordance with the condition it can be inferred that the consideration to the presence of the learning facilities at the schools have not been made. They have not been used effectively and successfully to facilitate students' English learning.

The negative effect draws a condition which is away from the expectation. Based on the data collected, the lowest scores are found in the students' responses to the items that related to the indicators of learning facilities' operation and utilization. It means that the serious problems do not come from the facilities' absence and limitation but from a poor management. In fact, the learning facilities' absence and limitation can be overcome by a good management. There can be seen that it is actually not a problem of lack of the learning facilities but a thought to think that the learning facilities should be arranged to support the students' English learning achievement. It is the reason why the learning facilities presence does not have much effect on the students' English learning achievement.

The lowest scores of learning facilities' operation are related to the environment, library and computer operation. The lowest scores of learning facilities' utilization are related to the computer and tape recorder utilization. Based on the students' response, there can be seen that English instructions are usually going on a condition where students are quietly listening to their teacher's oral explanation. Quietly listening to the teacher's oral explanation does not mean that the students are showing their better achievement. They will soon find that the classroom houses them mentally. In contrast, students who are busy working with the learning facilities will make the instruction materials full of meaning. Students of the age psychologically think well by doing. The condition of learning by doing, learning can easily take place.

The instructional activities are not only the activities that take place in the classroom. They should be included with those which take place at home, library, school yard, etc. The more learning took place the more achievement gained. In this case there should be more time allocated for English learning. A library cannot play its role to serve SMP/MTs students in the morning because they are joining classes at the time. There should be an arrangement of time allocation to optimize its function.

In fact, computer laboratory is never operated for the English instruction purposes. It is because of computer has not been used as a medium of learning English. Teacher uses computer to deliver his English material but students have never used it to learn English. Computer laboratory has not been optimized to support English learning.

The discussion above gives a picture that learning facilities still become the important thing to consider in English instruction. They need to be well accommodated to fulfill the need to achieve learning objectives.

The Effect of the Instructional Activities on Students' English Learning Achievement when the Learning Facilities and the Teacher Assessments are Controlled

The effect of the instructional activities on the students' learning achievement when the learning facilities and the teacher assessments are controlled shown by the correlation $r_{2(1.3)}$ is 0.050. The effect is seen as a positive one. Its

significance value is 0.410 which is higher than 0.05. It brings about an idea that instructional activities have a positive but insignificant effect on the students' learning achievement. This correlation is lower than its individual correlation (0.050 < 0.291). This is a condition that without any improvement of instructional activities in the constant learning facilities and teacher assessments, the students cannot get a better English learning achievement. There is a requirement to improve the students' English learning achievement by the improvement of their instructional activities. There is no significant effect on students' English learning achievement when learning facilities and teacher assessments are controlled. It means that this coefficient correlation cannot be generalized to the whole population where the samples are taken from. It can be inferred that the learning facilities do not have a significant effect on the students' English achievement of SMP/MTs in Ende.

Based on the data description, the scores gained above the mean are a bit more than those below. It describes a condition that instructional activities have not been done as it is expected to.

Kuswaryati, (2010) who wrote about her research entitles "Learner Centered Approach Implementation to Improve Students English Speaking Skills in Pleret Senior High School" found that students learning activities as a part of the instructional activities can be improved by the application of the Learner Centered Approach. It means that the optimal of the instructional activities has to do with the appropriate instructional approach.

Based on the data collected through the research, cases that dealt with the instructional activities in this research can be discussed as in the following.

The first, a compatible instructional activity is not automatically takes place in the classroom when an instruction is going on. It is a result of conscious arrangement through an instructional design. It does not only happen once or twice but it should be always and routinely done. An effective and successful instructional activity is certainly not from passive one but it surely comes up from a compatible one. The instructional activities are not the activities in which a teacher talk and students listen. There should be a balance between them because everybody needs to have both of them, a need to listen and a need to talk. Doing such kind of instructional activities have

showed the way to students to become a part of the instruction. Such kind of thing can be done by let the students know what they should do in a certain stage of the instruction. So it is important for students to know the steps of learning before the instruction.

The second, instructional activities are within the process, they do not stand alone. They need other integrated things such as objectives, material and assessment. The nature of the materials and the learners' characteristics are things that should be taken into account, but in fact, they are neglected. This is a reality that draws the students mind away from the English learning target. Too long to listen makes students bore. They should have activities to do. The activities are to write, to talk, to respond and to read.

The third, the activity to write is uneasy thing to do. It makes it difficult to facilitate students to practice. As teachers do not have much way to promote it, writing becomes an unusual activity for students. A condition of having less chance to practice has led students to have a poor writing competence. This reality tells us that learning English is learning about the language.

And the last, it is stated that responsibility for learning is on the students not on the teacher. It is the teacher's role to facilitate students for a hope of making students learn. A condition where there is no such role will certainly make students hard to achieve the learning objectives. It drives students to have a bad learning achievement. In the hope of getting a good learning achievement, the instructional activity which is organized at the starting point of learning should be done well for a good preparation. The most difficult thing to do is how to attract the students' particular attention in order to become a valuable part in the instruction. It brings about them to take responsibility by acting on their role to support their learning success. It is possible when the instruction is not done by hard but in heart.

Herewith a confirmation should be made that instructional activities should be cared much for a better achievement of the learning objectives.

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The Effect of Teacher Assessments toward Students' Learning Achievement when Learning Facilities and Instructional Activities are Controlled

The effect of teacher assessments on the students' learning achievement which is shown by $\mathbf{r_{3(1.2)}}$ is 0.322. The effect is seen as a positive one. It brings about an idea that the teacher assessments variable has a positive effect on the students' English learning achievement when the learning facilities and instructional activities are controlled. It means that it should be much more considered in completing an instruction.

The significance which gives an idea to prove its effect is 0.000. The value of the significance shows an indication that this correlation can be generalized to the population where the samples are taken from. The teacher assessments variable is an important thing to be considered in the hope of getting students' English learning achievement better. The teacher assessments refer to the ones that the students need to complete their English learning consciously. This correlation is lower than its individual correlation (0.322 < 0.422). The tells that by the controlling of the learning facilities and the instructional activities, the teacher assessments have worse effect on the students' English learning achievement. It means that the better teacher assessments the better students' English Learning achievement.

The result of an instruction is seen through the result of the teacher assessment. In reality more students fail than those who pass. Since it has effect on the students' achievement it can be seen that teacher assessments has made a positive contribution to the students' English achievement. Let me say that in one side teacher has his own assessment without having any validity or reliability on the test developed. In the other side, the result of the test does not make students feel that they fail so they have to take another chance to do remedial. It all is done under the teacher control or it can be said that students' conscious learning is so less insisted in it. It can be seen through the students' ignorance on the lowest passing grade or the score they got in the previous instruction. The condition draws a reality that students do not care much about the result they get through the teacher assessments. In accordance with the real condition it can be said that teachers have done it well partially. It needs to do more to lead students to be involved.

Teacher assessment is needed to examine students learning and teacher teaching effectiveness. In the teacher assessment, both students learning and teacher teaching should go together, or it can be said that they should be an integrated one. In fact they are usually separated. This condition usually takes place in an instruction where teacher assessment is not developed based on the instructional activities that have been done. They can be the causes that limit the effect of the variable to the students' English achievement.

The Effect of learning Facilities, Instructional Activities and Teacher Assessments toward Students' English Learning Achievement

The effect of the learning facilities, the instructional activities, and the teacher assessments on the students' English learning achievement which is shown by determinant correlation is 0.436. The effect is seen as a positive one and the value is much higher than that of their individual. It brings about an idea that learning facilities, instructional activities, and teacher assessments variables have a positive effect on the students' learning achievement. It means that it should be much more considered or at least maintained in holding every single English instruction. Their effect on the students' English achievement is 43.6% which makes a sense that there is 56.4% is the contribution of the rest factors.

The significance which gives an idea to prove its value is 0.000. The value of the significance shows an indication that this correlation can be generalized to the population where the samples are taken from. They are important things which should be considered in the hope of getting a better students' English learning achievement. They refer to the important things that students and teacher should realize and bring with them in the instruction to gain a better English learning achievement.

The regression equation can be seen as in the following:
$$\hat{Y} = 2.773 + -0.038X_1 + -0.031X_2 + 0.673X_3 = 52.198.$$
Where:
-0.038 X 59.030 = -2.243
-0.031 X 76.7887 = -2.380
0.673 X 80.3103 = 54.048

It can be said that the prediction of the average of the students' learning achievement is 52.198. The prediction can be made as the improvement expected is 10 for those variables.

The regression equation of the prediction can be seen as in the following:
Ŷ = 2.773 + -0.038 + -0.031 + 0.673 = 58.238.
Where:
-0.038 X (59.030 + 10) = -2.623
-0.031 X (76.7887 + 10) = -2.690
0.673 X (80.3103 + 10) = 60.778

It can be inferred that to improve the students' English achievement, the contribution of the learning facilities, the instructional activities and the teacher assessments should be improved as well. It can be seen from the prediction above that the improvement of the students' English learning achievement is seen through the improvement of the learning facilities, the instructional activities and the teacher assessments. In contrast, the decreasing of the learning facilities, the instructional activities and the teacher assessments decreases the students' English learning achievement. Consequently, to make the students' English achievement getting better, the learning facilities, the instructional activities and the teacher assessment should be well developed and implemented.

Tumisih, (2003) in a study by the title "Upaya Meningkatkan Efektivitas Pembelajaran Bahasa Inggris Melalui Pengelolaan Interaksi Guru-Siswa di SLTP PGRI Playen: Penelitian Tindakan" found that by executing lesson plan designing, classroom organizing, coordinating and motivating, controlling and evaluating, communicating, classroom facilities optimizing, caring and guiding had made students more active, enjoy and confident in English learning process. Most of the things executed in the research have developed the same thing revealed in this study.

The reality as shown in the statistics calculation bears an everyday practice that the most thing to be considered in an instruction is doing the job of teaching as an obligation without any considerable on the preparation and evaluation. The task of teaching is mostly applied as the activities of telling students about the materials which takes place in the classroom.

CONCLUSIONS

Based on the research findings, it can be concluded that the effect of the learning facilities toward the students' achievement when instructional activities and teacher assessments controlled is -0.026 and its significance is 0.670. It is a negative and insignificant effect. It is classified into very low level of correlation.

Second, the effect of the instructional activities toward the students' achievement when the learning facilities and teacher assessments controlled is 0.050 and its significance is 0.410. It is a positive and insignificant effect. It is classified into very low level of correlation. Third, the effect of the teacher assessments toward the students' achievement when learning facilities and instructional activities is 0.322 and its significance is 0.000. It is a positive and significant effect. It is classified into low level of correlation. Fourth, The effect of learning facilities, instructional activities and teacher assessments mutually toward he students' achievement is 0.436 and it significance is 0.000. It is a positive and significant effect. It is classified into average level of correlation.

There are some suggestions that can be given related to the result of this research. (1) For teacher; since learning facilities, instructional activities and teacher assessments have effects toward the students' English achievement, they should be treated in the English instruction because the more they are treated the better students' English achievement. (2) For students; the support of others as the external factors does not make any sense when the students as the internal one do not involve completely. It is suggested to students to be active in promoting their own success. (3) For institutions; the presence of learning facilities, instructional activities and teacher assessments should be done in a sustainable control to meet the students learning need. (4) For other researchers; there are many other factors that affect students' English achievement. Some factors have been suggested such as learning facilities with general and specific learning facilities as its sub factors, instructional activities with guided and applied activities as its sub factors, and teacher assessments with implementation and contribution as its sub factors. It is expected that it will generate ideas on another factors which affect students' English achievement.

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