

**“THE CORRELATION BETWEEN STUDENTS’ PERCEPTIONS OF
CLASSROOM ENVIRONMENT AND THEIR ENGLISH ACHIEVEMENT
OF EIGHTH GRADE STUDENTS’ OF SMP IT IQRA BENGKULU”**

THESIS

Submitted as a Partial Requirement for the degree of S.Pd (*Sarjana Pendidikan*)
in English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu



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Wassalamu'alaikum Wr.Wb

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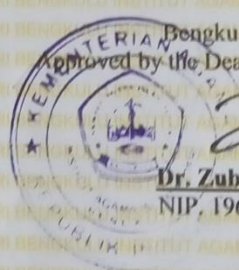
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَأَنْ لَيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى ﴿٣٩﴾

39. Someone will get whatever he has done.

(Qs. An-Najm:39)

“your life is your world. do your best.

No one can do it. No one can change your world.

Only you.

(Pusfita Mulya)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

- ❖ My beloved parents, Mr. Muhardi, and Mrs. Sabarti. My everything. Thank you very much for your support and pray to me in everytime. No words can describe how much i love you.
- ❖ My beloved brothers, Kakak Devita Mutia and Adek M. Jefri Alfaruqi. Thank you for your help, your advice to motivate me during my education.
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- ❖ Special thanks for my bestie till jannah, Anis Syarifa and Anisa Safitri, thank you very much for your time, support and pray.

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "The Correlation between Students Perceptions of Classroom Environment and their English Achievement of Eight grade students of SMP IT IQRA Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 27-01-2020

Stated by ,



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The researcher realizes that this research will never be complete without support, cooperation, help and encouragement from a lot of people.

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Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

Bengkulu, 2021
The Writer

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ABSTRACT

Pusfita Mulya Sabatini. (2020). The Correlation between Students Perceptions of Classroom Environment and their English Achievement of Eight grade students of SMP IT IQRA Bengkulu. Thesis. English Education Study Program, Faculty of Tarbiyah and Tadris, Islamic Institute of Bengkulu.

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The aims of this research are to determine the correlation between students' perceptions of the classroom environment and their English achievement, and to determine the interaction between students and their learning environment. This study uses a quantitative approach with the correlation method. The population in this study were students of class VIII SMP IT IQRA Bengkulu for the 2019/2020 academic year and the teachers and the parents of students. The population in this study consisting of 62 from two classes majoring in English, 2 teachers and 2 parents of students. Samples were taken using a census sampling of 62 students. In this study, interviews and report card documentation were needed to determine whether there was a significant correlation between students' perceptions of the classroom environment and their English achievement. To find out students' responses about the classroom environment, the researcher gave a questionnaire about the classroom environment. The collection technique uses one of the instruments developed by Fraser, namely the WIHIC (What is Happening In This Class) questionnaire to find out how students perceive the classroom environment. In addition, documentation of specific English scores from report cards is needed to determine students' English achievement. The results of the study showed: First, students' perceptions of the classroom environment obtained from students' perceptions scores on the classroom environment were taken from a questionnaire. Second, students' English achievement was taken from report cards. Based on the data analysis, the r-count (.484) is higher than the r-table (0.2564). Then the level of significance of the problem (p) (sig.2-tailed) is .000. it means that p (.000) is lower than .05. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. From the research results it can be concluded that there is a significant relationship between students' perceptions of the classroom environment and their English learning achievement. This means that students' English achievement is the dominant factor affecting English achievement.

Keywords: Classroom Environment, English Achievement.

ABSTRAK

Pusfita Mulya Sabatini. (2020). Korelasi antara Persepsi Lingkungan Kelas dan Prestasi Bahasa Inggris Siswa Kelas Delapan di SMP IT IQRA Bengkulu. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris. Institut Agama Islam Negeri Bengkulu.

Pembimbing 1

Dr.H. Ali Akbarjono, M.Pd

Pembimbing 2

Deti Lismayanti, M.Hum

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana korelasi antara persepsi siswa terhadap lingkungan kelas dan prestasi bahasa Inggris mereka, dan mengetahui interaksi antara siswa dengan lingkungan belajarnya. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasi. Populasi dalam penelitian ini adalah siswa kelas VIII SMP IT IQRA Bengkulu Tahun Ajaran 2019/2020 serta guru dan orang tua siswa. Populasi dalam penelitian ini terdiri dari 62 orang dari dua kelas jurusan Bahasa Inggris, 2 orang guru dan 2 orang orang tua siswa. Populasi dalam penelitian ini berjumlah 62 siswa dari dua kelas jurusan Bahasa Inggris. Sampel diambil dengan menggunakan census sampling yang berjumlah 62 siswa. Dalam penelitian ini, wawancara, dan dokumentasi rapor diperlukan untuk mengetahui apakah terdapat korelasi yang signifikan antara persepsi siswa tentang lingkungan kelas dan prestasi bahasa Inggris mereka. Untuk mengetahui tanggapan siswa tentang lingkungan kelas maka peneliti memberikan angket tentang lingkungan kelas. Teknik pengumpulannya menggunakan salah satu instrumen yang dikembangkan oleh Fraser yaitu angket WIHIC (What is Happening In This Class) untuk mengetahui bagaimana siswa mempersepsikan lingkungan kelasnya. Selain itu, dokumentasi nilai khusus bahasa Inggris dari raport diperlukan untuk mengetahui prestasi bahasa Inggris siswa. Hasil dari penelitian menunjukkan : Pertama, persepsi siswa tentang lingkungan kelas yang diperoleh dari skor persepsi siswa terhadap lingkungan kelas yang diambil dari angket. Kedua, prestasi bahasa Inggris siswa yang diambil dari raport. Berdasarkan analisis data diperoleh r-hitung (.484) lebih tinggi dari r-tabel (0,2564). Kemudian tingkat signifikansi masalah (p) (sig.2-tailed) adalah .000. itu berarti bahwa p (.000) lebih rendah dari .05. Artinya hipotesis nol (Ho) ditolak dan hipotesis alternatif (H1) diterima. Dari hasil penelitian dapat disimpulkan bahwa ada hubungan yang signifikan antara persepsi siswa tentang lingkungan kelas dengan prestasi belajar bahasa Inggris mereka. Artinya, prestasi bahasa Inggris siswa merupakan faktor dominan yang mempengaruhi prestasi bahasa Inggris.

Kata kunci : Lingkungan Kelas, Prestasi Bahasa Inggris

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CHAPTER I INTRODUCTION

A. Background

Language as a set of meanings that are crucial to everyday communication which enable the speakers not only convey information to others but also build social relationships through communication.¹ Language is conveying information to others in a variety of situations where it is a means of connecting communication with one another. Besides that, language is a means of searching for science, culture, and technology. Therefore, language is used to share information, provide ideas, express feelings, and adapt to the social environment and to connect with one another. So, to connect with other people, every nation has its own language. English is an international language that is studied as a foreign language in Indonesia and also refers to the world's lingua franca. In our country, student life has many problems about language, especially English.

In learning the language of the learning environment, students have problems in language, especially English. In English, there are four skills must be achieved by students, namely listening, speaking, writing, and reading. Based on National Education Department (Depdiknas) states that, "*Di Indonesia, bahasa Inggris sebagai bahasa asing pertama yang*

¹ Armstrong, E. M., & Ferguson, A. (2010). *Language, meaning, context, and functional communication. Aphasiology, 24(4), 480-496*. Retrieved from <https://ro.ecu.edu.au/giviewcontent>.

dipelajari sebagai mata pelajaran wajib dari sekolah menengah pertama hingga perguruan tinggi".² In Indonesia, English as a foreign language is used compulsory subject from junior high school to university. English is a language learned as a foreign language which is not a second language for students. Therefore language as a communication tool is very important in human life.

English is one of the most important parts in the world of education to build human resources.³ That is one of the keys to open the road to success, where English is used in various fields. As we know that English is a priority for employment opportunities in various countries. So, English is called the world language which is used as the unifying language of various languages throughout the world. The fact that only English can connect various fields. English is used as the language of everyday communication, in education, research and science. Then, when anyone learns English, they will know the development of knowledge, science and technology that are sourced by many books, articles, journals of science are written in English. Therefore, English is used in the world of education as a subject in school. Which will be useful for students in achieving success in various fields in the current global era.

² National Education Department (Depdiknas), *Minister of Education Indonesia (SNI) No. 22 Year 2006*, (Jakarta: Depdiknas, 2006), p. 22

³ Hossain, M. I. (2005). *Teaching Productive Skills to the Students: A Secondary Level Scenario*. Retrieved from <https://core.ac.uk/download/pdf/74352632.pdf>

Achievement is something that somebody has done successfully especially with his own efforts and skills has done successfully, especially using their own effort and skill.⁴ It can be interpreted that achievement is an important indicator of the results students have gained while education. Achievement involves students to be competent with others and as evidence of the effort that has been achieved. The achievements of each individual are different. Achievement is very important to prepare a student's career and it will be a determinant of the success obtained by students who he had previously obtained after completing learning at school level.

English language skill achievement consists of two parts of language functions, namely written and oral communication. In this case listening and speaking are included in the spoken language; reading and writing are included in the written language. Students are expected to be able to hear, speak, read and write in that language.

Teaching and learning begins at home, The teaching and learning process begins at home, especially the family, parents who have responsibility in terms of socializing, therefore educating children is a joint obligation between parents and school.⁵ In order for a child to achieve academic achievement, parents must be implicated and participate in the educational process. In this study, the researcher tried to conducted informal interview with parents of the students. Riana said that her child felt

⁴ Achievement. (2019). in Oxford online Dictionary. Retrieved on June 20, 2020 from <https://en.oxforddictionaries.com/definition/achievement>.

⁵ Cole, sylvia A. Disertation: "*The Impact of Parental Involvement on Academic Achievement*" (California:Northcentral University, 2017). Page. 1

difficulties in learning English, such as in pronunciation, understanding reading texts and memorizing vocabulary in English.⁶ In addition, Dewi said that her child was very happy to learn English, especially in reading and speaking even though they sometimes did not understand what is the meaning of that⁷, but both of the parents said that the student achievement their children received support and motivation from both the home and school environment.

Teaching and learning activities in schools are carried out inside and outside the classroom environment. In the process of teaching and learning English in class, the teacher needs to build a good relationship with students, if the relationship between teacher and student is not good it can make students not enthusiastic, such as not listening and understanding the lesson so learning in the classroom is not optimal.

Classroom is one of the factors that influence student learning achievement. As we know that class is a place where most students spend their time to study. Class is a place where students learn various knowledge to prepare for their achievements in the future.

In this study, the researcher conduct the research at the SMP IT IQRA Bengkulu. Based on the observation of researcher, the environment and facilities provided are support so that it can help and facilitate teaching and

⁶ Riana. Parents of student of Eight grade students at SMP IT IQRA Bengkulu. interviewed on February 3rd 2020 at 03.30 pm

⁷ Dewi. Parents of student of Eight grade students at SMP IT IQRA Bengkulu. interviewer on February 3rd 2020 at 04.10 pm

learning activities in class. This school implements quality assurance and excellent quality control which can improve the achievement of schools.

Related to the achievements of students in this school, there are achievements both in academic such as the students get best national exam, olympiad science, social studies, mathematics, story telling and speech contest and qur'an tahfidz competition. In non-academic achievements such as sport and craft competition. Moreover, a news recently, there was a student from SMP IT IQRA Bengkulu got gold medal at the Olimpiade Seni dan budaya (OSEBI) event in a poetry competition.

However, every child has a different way and level of success. In a classroom, students have different levels of success. not all of them can achieve success in learning. This is the reason why the researcher interest to conduct the research at SMP IT IQRA Bengkulu.

Based on interviews with teachers on February 17, 2020, in the eighth grade of the English major class, there were also some students who performed well in class, they were always active and enthusiastic in learning among students who are less active and responsive in learning.⁸ some students who are active and have expertise such as speaking English, writing, some of them participating in the competition. However, there were some students who are not active, did not pay attention to the teacher, did not answer the questions given by the teacher, but there were also students who are active and responsive, always eager to learn. In particularly in

⁸ Susi Arpa. English teacher at SMP IT IQRA Bengkulu. interviewed on March 2nd 2020 at 05. 15 pm

learning English, there were students who are shy or hesitant to speak in English and when in discussion, there were some students who did not interact and cannot give their ideas and opinions. It seems there was a difference in student achievement in learning English.

Based on the findings above, the writer tried to conduct an informal interview with an English teacher at SMP IT IQRA Bengkulu on March 2, 2020, Vunnice Isgayadilla said that the most of students were active in learning, especially in speaking and reading. Furthermore, their pronunciation was still low. Moreover, some of the students can understand what the teacher explained during the lesson. Besides that, the learning environment was very supportive in learning and with the facilities and learning media that made positive English teaching and learning, moreover the students have good relationships with teachers and classmates.⁹ Another teacher, Susi Arpa said that in class there were some students in learning English that were difficult to understand English because students think English was difficult so they were lazy and unfocused, they often made noise during lessons and outside the class. She also added, there were also some students who performed well in class, they were always active and enthusiastic in learning among students who were less active and responsive in learning.¹⁰

⁹ Vunnice Isgayadilla. English teacher at SMP IT IQRA Bengkulu. interviewed on March 2nd 2020 at 02.20 pm

¹⁰ Susi Arpa. English teacher at SMP IT IQRA Bengkulu. interviewed on March 2nd 2020 at 05. 15 pm

In this study, the writer interested in investigating the correlation between students perceptions of classroom environment and their English achievement.

B. Identification of the Problem

Based on the background above, the writer found some information about the problem related to the students achievement in english as follows:

A) The students did not know the level of their english achievement. B) The students perceives that learn English was difficult. C) The teacher and student were lack of interaction in the classroom.

C. Limitation of the Problem

There are various factors that affect student achievement, especially in the learning environment. Based on the background and identification of the problem, the writer limits this research to classroom environment and their english achievement.

D. Research Question

Contrary the limitation of the problem, writer could formulate the problem “Is there any significant correlation between students perceptions of classroom environment and their English Achievement at the Eight Grade Students at SMP IT IQRA Bengkulu?”

E. The objective of the study

In accordance with the research questions above, the objectives in this study was to find out whether or not there is significant correlation between classroom environment and their English achievement of Eighth grades students at SMP IT IQRA Bengkulu.

F. Significances of the study

It is expected that this study present a meaningful contribution for:

(1) For the students

It is hoped that the students know and create positive classroom, they are know about importance of their interaction and participation among themselves and teacher .

(2) For the teacher

It will be beneficial for English teacher in helping their students in learning English by considering classroom environment to encourage and involve them to competitiv and active . This study might also guide the teachers to manage and control the students' in English subject such a way that helps in improving the students' achievement.

(3) For further researcher

For the further researcher who are interested in correlation research, they can get basic information from this study. So, they can do their study deeper and better than this study. Last but not least, the researcher himself will get some knowledge and more experience from this study especially knowing how the relationship between the classroom environment and student achievement later.

G. Definition of Key Terms

To clarify the key terms used in this study, several definitions are put forward :

1) Students perceptions

Perception is the immediate response (acceptance) of something or process of getting to know some things through the five senses. So, students' perceptions are the process of using the knowledge they already have to obtain and interpret the stimulus received through the environment the surroundings.

2) Classroom Environment

The classroom environment is a learning environment helping students feel safe and supported, and motivating them to learn and achieve their goals. A classroom environment is such a large determinant of student outcomes that it should not be ignored by those who wish to increase school effectiveness.

3). English Achievement

Achievement is the process to achieving something, so english achievement is the process of achieving success in learning English.

CHAPTER II

LITERATURE REVIEW

A. The definition of English Achievement

Achievement is everything a person gets for his efforts. But in education, achievement means the result of tests designed to determine a student's mastery of a given academic area¹¹.

Achievement is what a person has already learned. It means achievement is learning from past experiences of children, where their knowledge is accumulated in certain fields.¹²

Stanley states that achievement in general is the effort achieved by someone.¹³ In dictionary of education, achievement is defined as accomplishment or proficiency of performance in a given skill or body of knowledge, while academic achievement is knowledge attained or skills developed in the school subject, usually designated by test scores or by marks assigned by teachers, or by both.¹⁴ The other definition of achievement is the extent to which a person has achieved something acquired certain information or mastered certain skills, usually as a result of specific instruction.

¹¹ Julian C. Stanley, *Measurement in Today's Schools*, (New Jersey: Practice Hall, 1964), p. 2

¹² Louis J. Karmel, *Testing in our schools*, (New York: The Macmillan, 1966), p.3

¹³ Julian C. Stanley, *Measurement in Today's Schools*, (New Jersey: Practice Hall, 1964), p. 2

¹⁴ Carter Victor Good and Winifred R. Merkel (ed), *Dictionary of Education*, (New York: McGraw-Hill Book, 1973), p.7

Brindley states that English achievement is a skill and knowledge that must be achieved by students to use English as the target language.¹⁵ Furthermore, Thornburry states that English achievement is the ability students have about the target language.¹⁶ In addition, Huebener says that English achievement is the knowledge and skills achieved by students at each stage of types of language learning.¹⁷ Moreover, Victor and Merkel which states from Dictionary of Education states that academic achievement designated by test scores or by marks assigned by teachers or both.¹⁸

Based on the definitions above, the conclusion is English achievement is the learners' ability to use the target language (English). It means the students have achieved the knowledge and skills in using target English.

Based on the theoretical study, the indicators in this study were students 'English achievement which was measured through students' knowledge and skills. They must need knowledge and skills. There are four skills, two inputs (reading and listening) and two outputs (writing and speaking) and a successful language students must have knowledge of what a word means in different contexts (vocabulary) and how to change the order of words that affect the meaning can be expressed (grammar).¹⁹

¹⁵ Julian C. Stanley, *Measurement in Today's Schools*, (New Jersey: Practice Hall, 1964), p.2

¹⁶ Scott Thornburry, *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*, (Oxford: Macmillan, 2006), p. 3

¹⁷ Theodore Huebener, *How to Teach Foreign Languages Effectively*, p.212.

¹⁸ Carter Victor Good and Winifred R. Merkel (ed), *Dictionary of Education*, (New York: McGraw-Hill Book, 1973), p.7

¹⁹ Soule, Ryan. (2018). *Do you think language skill or knowledge*. Retrieved from <https://www.verbling.com/discussion/do-you-think-language-is-a-skill-or-knowledge>.

Table 2.1
Indicators of English Achievement

No.	Indicators	Sub indicators	Data source
1.	Knowledge	<ul style="list-style-type: none"> a. master the vocabulary and meaning of words in different contexts b. pronounce the correct pronunciation in english c. see the correct spelling in english d. and understand changes in language structure (grammatical change) e. know and find meaning 	Teacher and the parents of students.
2.	Skills	<ul style="list-style-type: none"> a. Students have skills in listening a. Students have skills in speaking b. Students have skills in reading c. Students have skills in writing. 	Teacher and the parents of students.

Based on the research at SMP IT IQRA Bengkulu, In learning English in the classroom, the teacher requires students to memorize some vocabulary every week, then after that they must deposit the memorization to the teacher. In additionally, students are given special hours to go to the library to read books. Moreover, students have difficulty in pronunciation. Some of them feel confused with spelling in a proper sentence. Then, students are afraid of mispronouncing words and eventually they don't know what to say. According to their parents, in studying at home students only need to know a lot of vocabulary and know the meaning of these words or sentences.

To achieve English achievement, students not only have knowledge but must also have skills in English. There are four skills students must have, namely listening, speaking, reading and writing.

a. Listening skill

Listening is one of the receptive skills that has a very important role in learning English because listening is widely used in every conversation or activity.²⁰ In the teaching and learning process, students must listen first to get information and concepts before students are able to respond to the teacher, besides that listening is also the key to understanding the concepts, knowledge, or information spoken by the speaker.

Based on the results of the study, students were very enthusiastic about listening to the teacher in class, but some of them did not listen and did not understand what the teacher was discussing or telling them. Besides that, because they quickly forget what they heard, this also agrees with what Goh said, he said that in listening, students understand the message but not the message then ignore the next part while thinking about the meaning.²¹ And in the end students are unable to form mental representations of the words heard.

b. Speaking skill

According to Nunan states that there are two main aspects of speaking skill; accuracy and fluency.²² Accuracy means speakers must use correct vocabulary, grammar and pronunciation. Meanwhile,

²⁰ Hossain, M. I. (2005). *Teaching Productive Skills to the Students: A Secondary Level Scenario*. Retrieved from <https://core.ac.uk/download/pdf/74352632.pdf>

²¹ Goh, C. (2000). *A Cognitive Perspective on Language Learners' Listening comprehension Problems*. *System*, 28, 55-75. Retrieved from [http://dx.doi.org/10.1016/S0346-251X\(99\)00060-3](http://dx.doi.org/10.1016/S0346-251X(99)00060-3)

²² Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.

fluency means that the speaker must be able to continue speaking while speaking spontaneously.

Based on interviews with teachers and parents, students are very happy to speak in English even though the grammar and pronunciation are not correct. but some of them are ashamed to speak or choose to remain silent. That is because they are not confident and feel bad pronunciation. Therefore, it can be concluded that students are lacking in accuracy.

c. Reading skill

Richards and Schmidt states that reading skills are skills needed by students such as differentiating and compiling main ideas, understanding sequences, making conclusions or making comparisons and predictions in second language learning.²³

In reading, students in a population of a topic of their discussion can distinguish the main idea of a story, understand the sequence of the story, but they have difficulty making conclusions from the story or discussion.

d. Writing skill

Writing is a great way to develop students' ability to use vocabulary and grammar, improve their language use skills.

In writing, when the teacher asks them to write a story, students have difficulty finding the correct spelling, punctuation and grammar

²³ Richards, J.C. & Richard, S. (2002). *Longman Dictionary of Language Teaching & Applied Linguistic, 3rd Edition*. Longman: person education

used. This concurs with Robert Todd Caroli, he said that many students were never asked to learn correct spelling or grammar. Students think that "English" and "written" are just spelling and grammar. For them, writing meant inevitable failure. Good writing sometimes they believe they can never achieve, because they don't just identify good writing with proper spelling and grammar, etc. They don't even realize the importance of writing skills in their listening. They often get low scores on text writing skills and that affects their learning outcomes. In fact, students often have many basic mistakes in written lessons regarding spelling, grammar, punctuation, and arrangement.

1. The Achievements

Achievements can be divided into academic and non-academic achievements. Students at SMP IT IQRA Bengkulu are known as schools that have many achievements. Based on school documentation, many students won competitions at the national, provincial and city levels. Some of them came from academic achievements such as quiz competition, National Science Olympiad competition, Syahril Qur'an, Arabic speech, writing and writing poetry competitions, speech and speech bee. Then, from non-academic achievements such as running competitions, poster competitions, archery competitions, roller skating competitions, taekwondo, karate and robotics.

In education, achievement is marked as a score that can be taken from the daily average score and from tests which are then measured to determine the quality of student work at school.²⁴ Therefore, in this study the researcher used the report book as a measure of student English achievement

2. Report Cards as a measure of student english achievement

Report cards are books that contain information about the value of intelligence and achievement student learning in school, which is usually used as a teacher report to parents or guardians of students.²⁵ Report cards are also distributed at the end of each semester to parents who get an announcement letter from the school at what time taking report cards.

Report cards as a measure of the intelligence of students during the lesson while in school from the first time the students school to graduate from school. For schools, report cards are a measure of whether the curriculum is done meet the standard or not, if not then there should be more improved so that from year to year the quality of education continues to be improved. In addition, the value of report cards is also a link between the school and parents of students to find out the extent of children's achievement in school. if the assessment is not in accordance

²⁴ Carter Victor Good and Winifred R. Merkel (ed), *Dictionary of Education*, (New York: McGraw-Hill Book, 1973), p.7

²⁵ Suratemi, s. (2016). *Faktor-faktor yang mempengaruhi nilai raport siswa Kelas xi ipa di sma negeri unggul binaan Bener meriah*. Retrieved from <http://repositori.usu.ac.id/handle.pdf>

with what the parents want then the parents must take action so that the child student is more active in learning.

In this study, the researcher took the specific value of the English language report card based on the knowledge and skills of students in English.

B. The Definition of Classroom Environment

Classroom environment plays important part of students educational succes. Talton and simpson states that classroom environment is a basic unit that is structured from the education system, which can influence student behavior in class.²⁶ Moreover, the classroom environment acts as a symbol for students and others regarding what the teacher values in student behavior and learning.

Based on Vygotsky of social development, students' learning development can be determined by the classroom environment because students spend their time to learn mostly in the classroom, although learning can take place in other venues, classroom still remains to be the main learninf environment in an institution.²⁷ Moreover, Yan said that that for foreign language learners, classroom is the main place where they are frequently exposed to the target language because, students have little chance to use the target language in daily habits and they depend on

²⁶ Talton, E.L & Simpson R.D (1987). Relationship of attitude toward classroom environment with attitude toward achievement in science among tenth grade geography students. *Journal of research in science teaching*, 24, 507-526.

²⁷ Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

classroom activities.²⁸ Furthermore, Santrock states that teachers in class teaching usually make rules for their students. In addition to making rules, teachers must also show concern for students to make students feel comfortable and treated fairly²⁹. Then, a well-organized classroom environment is an effective way to manage teaching and create a climate conducive to learning.

William states that classroom environment is a dynamic system where students interact each other and teachers.³⁰ It is the place where the interactions between students and peers or between students and teachers occur most often.

According to Dewey, the poor student relationship may lead to poor achievement while good student or teacher relationship may lead to better achievement.³¹ Moreover, Vucholz and Sheffler revealed that a warm interaction in a classroom environment can lead to increased academic achievement and a sense of pride and belonging in a school.

Based on Fraser and Pickett, the classroom environment also defined in terms of the students' and teachers' shared perceptions in that environment.³² In addition, the classroom environment is a place for

²⁸ Xiao Yan. (2006). Teacher talk and EFL in university classrooms. Dissertation, Chongqing Normal University, China.

²⁹ Santrock, J. 2008. *Psikologi Pendidikan*. Jakarta: Prenada Media Group.p.571

³⁰ William, D. L. (1997). Evaluating the university environment from a comprehensive system perspective: The college university environment scale. Master thesis of Acadia university, Canada.

³¹ Dewey, T. O. (2006). *Infant and child in the culture of today*. New York, NY: Harper and Row.

³² Fraser, B. J., Fisher, D.L., & McRobbie, C. J. (1996). *Development, validation, and use of personal and class forms of a new classroom environment instrument*. New York: Educational Research association.

interaction among teachers, materials and students in order to create students behavior.

Based on the definitions above, it can be concluded that classroom is the important place where students spend their time studying at school and then students will learn to get opportunities to achieve their learning goals in education. The classroom environment is also about the perceptions of students and teachers in the classroom environment which is a place of interaction between teachers, students, and materials. This interaction is what creates an environment known as a classroom environment.

Based on the Fraser theory which states that the classroom environment is the perceptions between students and teachers in the classroom environment as a place of interaction between students, teachers and material.

In this study, the researcher took “What is Happening in This Class (WIHIC)” questionnaire which is ready-made indicators adopted from Barry J. Fraser. The WIHIC consists of 7 scales and 30 items. Those 7 scales involve Student Cohesiveness (SC), Teacher Support (TS), Involvement (I), Investigation (IN), Task Orientation (TO), Cooperation (CO) and equity (EQ).

Table 2.2
The Description of Scales in WIHIC Questionnaire

Indicators	Descriptions
------------	--------------

Student Cohesiveness (SC)	Extend to which students know, help, friendly and supportive of each other.
Teacher Support (TS)	Extend to which the teacher helps, befriends and its interested in students.
Involvement (IV)	Extend to which students have attentive interest, participate discussion in class and are involved with other students in assesing the viability of new ideas.
Investigation (IN)	Extend to which there is emphasis on the skills and of inquiry and their use in problem solving and investigation.
Task Orientation (TO)	Extend to which it is important to complete planned activities and stay on the subject matter.
Cooperation (CO)	Extend to which students cooperate with each other during activities.
Equity (EQ)	Extend to which the teacher treats students equally, including as distributing praise, question distributionn and opportunities to be included in discussions

(source : Fraser, Fisher, and McRobbie1996)

1. Students' Perceptions of Classroom Environment

Students' perceptions of the dimensions of their classroom social environment, including affiliation, cohesion, fairness, mutual respect, and support from teachers and students, were consistently associated with achievement behavior. This means the way students perceive situations, places, and things that reflect the way they see the world and influence the conclusions and decisions they make.

However, the students' perceptions of their classroom environment should focus on goal to establishing associations between students scores of english achievement and perceptions of the classroom environment³³.

In this study, WIHIC questionnaire was used to know about the students perceptions in the classroom environment such as their perceptions about their peers, the characteristics and teacher during the teaching and learning proses. Then, the indicator of WIHIC also used as a guideline for researcher to investigate through questionnaire to know about the teacher perceptions of sudents in classroom environment.

C. The Relationship between Students Perceptions of Classroom Environment and their English achievement

Muhibbinsyah stated that the social school environment is like teachers and classmates will influence student for learning.³⁴ During school, students interact with and work with peers, teacher, and parents perceptions and social relations related to and predictions related to school result.³⁵

The classroom environment is a significant determinant of students learning.³⁶ Greene stated, characteristics of the classroom environment are also influential including teacher support and the teacher's interpersonal

³³ Fraser & Tobin, *International Handbook of Science Education*, (Dordrecht: Kluwer Academic Publishers, 1998), p.527

³⁴ Muhibbinsyah, *Psikologi Pendidikan*, (Bandung: PT. Remaja Rodaskarya, 2010), p.135

³⁵ Helen Patrick, *Early Adolescents' Perceptions of the Classroom Social Environment, Motivational Beliefs, and Engagement*. (Minneapolis: University of Minnesota, 2007),p.1-2

³⁶ Fraser in Dorman, *A Cross-National Investigation of Students' Perceptions of Mathematics Classroom Environment and Academic Efficacy in Secondary Schools*,(London: pearson Education Limited, 1998), p.2

style.³⁷ it is hoped that students will excel better and have a more positive attitude to the lessons taught when they see the classroom environment positively. Based on several theories above it can be concluded that the perception of the classroom environment will be influential on student achievement. Students who have a positive perception of interesting classroom environment to learn a lesson. Additionally, Classroom environment is strongly important on students' English achievement. Then, Classroom environment are the one of the background of English achievement because classroom environment is the place where the students learn. The roles of the teacher and students engagement in classroom are the important things for students to rich the success in the school. There are seven scales that should be measured and it can influence by the classroom environment. Those scales are: student cohesiveness (SC), teacher support (TS), students' involvement (IV), investigation (IN), task orientation (TO), cooperation (CO) and the last equity (EQ).³⁸ In this study, the researcher use WIHIC questions as instrument to measure students and teachers' perceptions of their classroom environment.

Furthermore, to find out the all that, the researcher conducted interviews their teacher and parents as data reinforcement to get clearer

³⁷Patricia and David Sullivan, *Student differences and environment perceptions: How they contribute to student motivation in rural high schools*. (United states: university of Oklahoma, 2007), p.473

³⁸ Khine, M. S. (2011). *Using the WIHIC questionnaire to measure the learning environment*. *Teaching and Learning*, 2(2),54-61. Retrieved on June 20, 2020 from <https://repository.nie.edu.sg/bistream/1049/282/1?TL-22-2-54.pdf>

information about students perceptions of classroom and their achievements in English. In addition, to measure the relationship between the two variables, researchers used report cards as an instrument in student achievement in learning English and WIHIC questionnaire as instrument to measure the students perceptions of classroom environment.

D. Previous Related Studies

First, Wei & Elias in the international journal, “Students’ Perception of Classroom and Motivation in Learning English”. In this study, they investigate the relationship between students, perceptions of classroom environment and their motivation in learning English language to the 140 (n=140) from four students in a students in a secondary school in Malaysia. The result found that the r-obtained (.207) was higher than r-table. Then, the level of probability (p) significance (sig. 2-tailed) $p < 0.05$. Null hypothesis (H1) is accepted. The findings showed that the majority of the students perceived their classroom as having revealed that the students’ affiliation and task orientation in the classroom were positive and significantly correlated with their motivation whereas students involvement was negatively with their motivation.³⁹

³⁹ Wei, L.S & Elias, H. (2011). Relationship between Students’ Perceptions of Classroom Environment and Their Motivation in learning English Language. *International Journal of Humanities and Social Science*,1(21), 240-250. Retrieved from http://www.ijhssnet.com/journals/Vol_1_No_21_Special_Issue_December_2011/24.pdf

The second, study was done by Fathmawati (2016) to the eleventh grade students of state senior high schools in Indralaya. This study investigated the students' perceptions of classroom environment, motivation in learning and their English achievement. But in this study, the writer only focuses on the result that showed the students' perceptions of classroom environment and their English achievement. The result found that the r -obtained (.346) was higher than r -table. Then, the level of probability (p) significance (sig. 2-tailed) was .000. It means that null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It showed there was a significant correlation between students' perception of classroom environment and their English achievement, and the result of the correlation was weak correlation.

The third, study was done by Padli, to eleventh grade students of MA Al-Almuawanah Pamulutan. This related study investigated the correlation between students classroom environment and English achievement. In this study, there was no significant correlation between students classroom environment and English achievement. The result found that the r -obtained (.196) was lower than r -table. Then, the level of probability (p) significance (sig. 2-tailed) was .137. Null hypothesis (H_0) is rejected.

There are similarity with study in term of correlation between students perceptions of classroom environment and English achievement. The result of study found that there was significant correlation between students perceptions of classroom environment and students' English achievement.

E. Hypotheses

The hypotheses of this study proposed in the forms of null and research hypotheses below:

1. H_0 : there is no significant correlation between classroom environment and English achievement of the Eight grade students of SMP IT IQRA Bengkulu.
2. H_a : there is a significant correlation between classroom environment and English achievement of the Eight grade students of SMP IT IQRA Bengkulu.

1. Criteria of Hypotheses Testing

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria.

1. If the p-output is lower than 0.05, H_0 is rejected and H_a is accepted. So, there is a significant correlation between classroom environment and English achievement of the Eight grade students of SMP IT IQRA Bengkulu.
2. If p-output is higher than 0.05, H_0 is accepted and H_a is rejected. So, there is no significant correlation between classroom environment and English achievement of the Eight grade students of SMP IT IQRA Bengkulu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

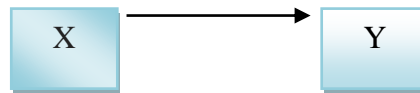
Correlation design is procedures in quantitative research in which investigators measure the degree of relationship between two or more variables using the statistical procedure of correlation analysis.⁴⁰ This method used in this research because the data were described and analyzed based on the objectives of the study Specifically, this study investigated whether or not there is any correlation between classroom environment and the students' English achievement of the seventh grade students of SMP IT IQRA Bengkulu. in conducting this research, correlational research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain then interpret the appeared result.

The procedures was that first, the writer identified students' perceptions of classroom environment by using questionnaire. Next, for achievement, the researcher identified teachers and parents perceptions about english achievement. Additionally, the writer conducted interviews with their teachers and parents to review clear data about students achievements .The next step that researcher found the correlational between variables through SPSS version 16. Last, explanatory of the results were

⁴⁰ Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Upper Saddle River, NJ: Pearson Education.

discussed. The model of the relationship between two variables could be described as follows:

Figure 1
Research Design



X : Classroom environment

Y: English achievement

→: Relation

B. Operational Definition

In order to avoid ambiguity and misunderstanding of this study, it is necessary to define operationally the terms used in this study as follows: Correlation is a statistical test to determine the tendency or pattern of two or more variables to vary consistently. In this study, there are two variables that were correlated which are students' perceptions of classroom environment and their English achievement.

Students' perceptions of classroom environment is about the classroom environment. Students' interpretations of the classroom environment based on their experiences and then describe it in meaning.

Students' English achievement is the competency in English subject which is achieved by the students. The score from report card document was used to determine the students' English achievement.

At last, SMP IT IQRA Bengkulu means the school that the researcher interested in members SMP IT IQRA Bengkulu. In this study, the writer conducted research in eighth grade students consisting of two main classes of English.

C. Population and Sample

1. Population

Population is the larger group to which one hopes to apply the results it called the population.⁴¹ The population in this study are eighth grade students of SMP IT IQRA Bengkulu in academic year 2020-2021, the english teacher and parents of eight grade students of SMP IT IQRA Bengkulu. The eighth grade students consist of three major classes from eighth grade students classes (english, arabic and qur'an). The eighth grade students are parted in majors class, there is an arabic major class, two english major class, and a qur'an major class. In this research, the researcher took two english major class as subject of the research which consist 62 students. Then, two english teacher and two parents of students needed to strengthen the data. The number of population is showed in the following table:

Table 3.3
Distribution of Population

No.	Population	Number of population
1	Students	62

⁴¹ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed). New York, NY: McGraw-Hill.

2	English teachers	2
3	Parents of students	2
Total		66

2. Sample

The sample is a subgroup of the target population that the researcher will study to generalize about the target population.⁴² In this study, the researcher use census sampling. According to Sugiyono, census sample is a sampling technique when all members of the population are used as the sample.⁴³ In this case, 62 eighth grade students of SMP IT IQRA Bengkulu were involved as the sample of the study which the sample hoped solve research problems and can provide a more representative value.

Table 3.4
Distribution of Sample

No.	Population	Number of population
1	VIII G	31
2	VIII H	31
Total		62

⁴² Fraenkel, J. R., Wallen, N. E. (2009). *How to Design and evaluate research in education* (7th ed). New York, NY: McGraw-Hill.

⁴³ Sugiyono. (2012). *Metodologi Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif dan R & D*. Bandung: Alfabeta, cv. hal.2.

D. Instruments

The instrument that used in this study were interview, documentation and questionnaire

a. Interview

To strengthen the preliminary data, the writer was conduct informal interviews with students, teachers and their parents. The results of the interviews were used as the first supporting data, to determine students' perceptions of the classroom environment. The second, teachers and parents 'perceptions of the classroom environment and students' English achievement.

To find out student achievement in English, the writer conducted interviews with teachers and parents about student achievement in learning at school or at home. aspects and indicators of achievement are used as guidelines in the interview. from the results of interviews with parents of students. It can be concluded that students have a good learning environment that supports learning, besides that interactions between teachers and students, students and their parents are very good. Both teachers and their parents are very supportive of students in learning. however, one of their parents said that they must need motivational encouragement to continue to improve their performance.

b. Documentation

In this study, the writer used documentation of student report cards through students special values of english language as a measure of student achievement in english subject.

c. Questionnaire

To determine students' perceptions of the classroom environment. In this study, the researcher used the WIHIC questionnaire that Fraser, Fisher and McRobbie had made in measuring the class environment of students.

In this study, the researcher use ready-made questionnaires. They are WIHIC (What is Happening In this Class), these questionnaire developed by Fraser, fisher and McRobbie to measure the students' classroom environment. The questionnaire had been translated into Indonesian first and then they were checked by the Indonesian and English teacher in order to get more acceptable and understandable translated items of questionnaire to be responded by the students.

The first questionnaire, WIHIC questionnaire which was developed by Fraser, fisher and McRobbie, consists of 30 items. These 30 items are divided into seven groups of statements based on students' perception of classroom environment scale. To obtain data more clearly about the students perceptions of classroom environment, the researcher distribute in the form of the following table:

Table 3.5
The students perceptions of classroom environment

Variables	Scales/Aspects	Indicators
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<p>Students Perceptions Classroom Environment</p> <p>1. Students perceptions</p> <p>2. Teacher perception</p>	<p>Student cohesiveness (SC), teacher support (TS), students' involvement (IV), investigation (IN), task orientation (TO), cooperation (CO) and equity (EQ)</p>	<p>1. Students build good relationship with their classmates and the teacher.</p> <p>2. Students get support, direction and motivation from their teacher.</p> <p>3. Students get involved in learning English such as discussions, questions and answers or answering questions.</p> <p>4. Students have skills in investigating something and they can solve a problem.</p> <p>5. Students know and realize the importance of taking English lessons to completion.</p> <p>6. Students can participate well with their classmates.</p> <p>7. Students are treated equally in the class.</p>
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Table 3.6
Specification of the WIHIC Questionnaire

Indicators	Item	Number of Item
Student Cohesiveness (SC)	1-3	1, 2, 7
Teacher Support (TS)	4-7	4, 10, 13, 20
Involvement (IV)	8-13	6, 8, 16, 18, 20, 25
Investigation (IN)	14-21	3, 9, 17, 19, 21, 22, 24, 29
Task Orientation (TO)	22-26	5, 11, 23, 26, 27
Cooperation (CO)	27	12
Equality (EQ)	28-30	14, 15, 28
Total		30

(Source: Fraser, fisher and McRobbie, 2006)

E. Try out the Instrument

1. Validity and realibility

Validity and realibility are the two the most essential pyschometric properties to consider in using a test or assessment procedure.⁴⁴ Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores. Fraenkle states that content validity refers to the content and format of the instrument which the content and format must be consistent with the definition of the variable and sample of subjects to be measured.

a. Validity

According to Arikunto, validity is a measure of the size of an instrumen showing valid levels. Pearson product momen used to test the validity of the instrument which as follow:

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

Where :

r_{xy} = the coefficient correlation between X and Y

N = the number of the students

X = the score of each item

Y = the score of each student

⁴⁴ Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed). Thousand Oaks, CA: SAGE Publications.

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 r_{xy} &= \frac{62(56153) - (236)(5840)}{\sqrt{\{62(932) - (236)^2\} \{62(28315) - (5840)^2\}}} \\
 &= \frac{3.481.486 - 1.378.240}{\sqrt{\{57.784 - 55.696\} \{1.755.530 - 34.105.600\}}} \\
 &= \frac{2.103.246}{32.347.982} = 0,65
 \end{aligned}$$

There is a criterion to know the validity of items. The items of the test is considered as valid if the correlation coefficient is higher than the r-table (0,05). The amount of the sample (N) is 62. Thus, the degree of freedom (df) = N-2 = 62-2= 60. The r-table is 0,254. The item of the test is considered as not valid if the correlation coefficient is lower than r-table.

b. Reliability

Reliable test is a test that is consistent and dependable. In other words, a test will specifically measure that it is intended to measure. According to Masson and Bramble, reliability implies the test score being consistent, dependable or stable. Furthermore, in this study, the researcher applied Cronbach's Alpha Formula to analyze the questionnaire to get the result as follows :

$$R_{kk} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum Sb^2}{St^2} \right)$$

Where :

R_{kk} = the scores of item

k = the number of item

$\sum Sb^2$ = the total variance of each item

St^2 = the total variance

$$R_{kk} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum Sb^2}{St^2} \right)$$

$$R_{kk} = \left(\frac{8}{8-1} \right) \left(1 - \frac{18,19}{0,54} \right)$$

$$R_{kk} = 0,8$$

From the result, it can be seen that the instrument is reliable because the Cronbach's Alpha value is 0.80.

F. Data Collection Technique

In this study, the researcher use two kinds of techniques to collect the data, first, the researcher uses report cards as a measure of student achievement in English. and the second, the distributed one set of questionnaires to the students to find the students' classroom environment. So, in this study, the researcher use two instruments; documentation and questionnaire.

F. Data Analysis

In analyzing the data, there are two kinds of data under analysis. They were the data of students' perceptions of classroom environment questionnaire and report card grades to measure the students in english

achievement. All the data obtained from questionnaire and report card grades were statistically which is calculated by using SPSS version 16.

2. Analysis of Questionnaire

The data from questionnaire analyzed, the minimum score of each statement was q and maximum score was 5. The lowest total score of each WIHIC scale was 30 and the highest total score was 150.

3. Analysis of English Achievement

To english achievement score, the researcher collect the students report card grades. After knowing the students English Achievement score, the score would be description by using the category of English Achievement from SMP IT IQRA Bengkulu. the category can be seen in the table below:

Table 3.7
Score Categories

No	Score Range	Grade Point	Category
1	80-100	A	Very Good
2	70-79	B	Good
3	60-69	C	Average
4	50-59	D	Poor
5	0-49	E	Very Poor

(source: SMP IT IQRA Bengkulu in Academic Year 2020-2021)

To analyze the data obtained from the questionnaire and students' English achievement in order to see the correlation between variables, the statistical use SPSS version 16 computer program. The distribution of the frequency including mean and standard deviation in order to know the

information about the students' English achievement and classroom environment.

4. Data Description

1. Distribution of Frequency Data

In distribution of frequency data, the score from students perceptions of classroom environment questionnaire and english achievement were analyzed. SPSS statistics Program was used to get the result of frequency data.

2. Descriptive Statistics

In descriptive statistics, a number of samples, the score of minimal, the score of maximal, mean, standard deviation and standard error of mean were obtained. Descriptive statistics have got from the scores of questionnaire and english achievement. Then, SPSS Statistics Program was used to get the result of analysis descriptive analysis.

a. Pre-requisite Analysis

In terms of correlation and regression, it is necessary to know whether the data is normal for each variable and linear between two variables.

b. Normality Test

In this study, normality test used to find out whether the data of classroom environment questionnaire and english achievement is normal or not. The researcher used I-Sample Kolmogorov-Smirnov in SPSS. If p-value is higher than 0.5 then it is normal and vice versa.

c. Linearity Tes

In this study, linearity test was conducted to know whether the data of students perceptions of classroom environment and english achievement is linear or not. If the score is higher than 0.05, the two variables are linear.

d. Hypothesis test

The researcher uses Pearson Product Moment Formula to check the hypothesis. Pearson product moment formula used to know if the variable X and Y have a significance correlation. The formula as follow:

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

Where :

r_{xy} = the coefficient correlation between X and Y

N = total sample

$\sum X$ = total score X

$\sum Y$ = total score Y

$\sum XY$ = total calculation between X and Y

e. Correlation Analysis

In finding the correlation between the variables of the study, the researcher use Pearson Product Moment Coefficient. Then, the significance of the correlation coefficient will determine by comparing the data of the coefficient r data in the level of significance of 5 percent in the table of product moment (r table). The correlation

coefficient could be significant if the r table in the level of significance of 5 percent showed less than r data. In addition, if the data got the positive r value, the correlation might be a significant negative correlation. The meaning of a given correlation coefficient can be seen below:

Table 3.8
The Interpretation of the Correlational Coefficient

Interval Coefficient	Level of Correlation
0.20-0.35	Weak
0.35-0.65	Fair
0.65-0.86	Strong
Over 0.85	Very Strong

Source: Cohen, Manion and Morrison (2007, p.536)

f. Regression Analysis

In order to know the contribution of classroom environment to students' English achievement of the eight grade students of SMP IT IQRA Bengkulu, simple linear regression analysis applied to study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. Simple linear regression equation model as follows :

$$Y = a + bX$$

Where :

Y = Dependent variable

X = Independent variable

a = constanta

b = regression coefficient

Table 3.9
Distribution of students perceptions of classroom environment and students english achievement

No.	X	Y	X^2	Y^2	XY
S1	98	98	9604	9604	9604
S2	95	92	9025	8464	8740
S3	90	89	8100	7921	8010
S4	96	96	9216	9216	9216
S5	95	94	9025	8836	8930
S6	96	96	9216	9216	9216
S7	95	95	9025	9025	9025
S8	94	96	8836	9216	9024
S9	90	94	8100	8836	8460
S10	98	96	9604	9216	9408
S11	92	92	8464	8464	8464
S12	95	96	9025	9216	9120
S13	94	96	8836	9216	9024
S14	93	94	8649	8836	8742
S15	85	89	7225	7921	7565
S16	92	96	8464	9216	8832
S17	94	93	8836	8649	8742
S18	95	91	9025	8281	8645
S19	90	90	8100	8100	8100
S20	97	91	9409	8281	8827
S21	91	89	8281	7921	8099
S22	90	89	8100	7921	8010
S23	96	96	9216	9216	9216
S24	92	92	8464	8464	8464
S25	96	96	9216	9216	9216
S26	98	96	9604	9216	9408
S27	96	94	9216	8836	9024
S28	95	94	9025	8836	8930
S29	98	94	9604	8836	9212
S30	95	89	9025	7921	8455
S31	93	89	8649	7921	8277
S32	97	96	9409	9216	9312
S33	97	96	9409	9216	9312
S34	95	96	9025	9216	9120
S35	98	94	9604	8836	9212

S36	97	96	9409	9216	9312
S37	87	89	7569	7921	7743
S38	92	92	8464	8464	8464
S39	95	96	9025	9216	9120
S40	91	99	8281	9801	9009
S41	94	94	8836	8836	8836
S42	85	93	7225	8649	7905
S43	96	95	9216	9025	9120
S44	95	91	9025	8281	8645
S45	94	96	8836	9216	9024
S46	97	89	9409	7921	8633
S47	99	88	9801	7744	8712
S48	96	96	9216	9216	9216
S49	95	96	9025	9216	9120
S50	95	96	9025	9216	9120
S51	96	94	9216	8836	9024
S52	93	93	8649	8649	8649
S53	97	96	9409	9216	9312
S54	97	98	9409	9604	9506
S55	95	93	9025	8649	8835
S56	89	88	7921	7744	7832
S57	95	94	9025	8836	8930
S58	95	96	9025	9216	9120
S59	98	94	9604	8836	9212
S60	91	89	8281	7921	8099
S61	92	91	8464	8281	8372
S62	93	91	8649	8281	8463
Total	5840	5797	550670	542525	546294

$\sum X =$	5840
$\sum Y =$	5797
$\sum X^2 =$	550670
$\sum Y^2 =$	542525
$\sum XY =$	546294

The values of a and b can be calculated using the formula below :

Calculate the constant (a) :

$$a = \frac{(\sum y)(\sum x^2) - (\sum xy)}{n(\sum x^2) - (\sum x)^2}$$

$$a = \frac{(5797)(550670) - (5840)(546294)}{62(550670) - (5840)^2}$$

$$a = 2,83$$

Calculate the regression equation (b):

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$b = \frac{62(546294) - (5840)(5797)}{62(550670) - (5840)^2}$$

$$b = 3,00$$

Regression equation model :

$$Y = a + bX$$

$$Y = 2,83 + 3,00X$$

Based on regression equation model, the value of $a = 2.83$ means that every increase of unit of student perceptions of the classroom environment with English achievement will be followed by an increase in the score of students' perceptions of the classroom environment by 4.00 with a constant of 2.83.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research findings

There were two kinds of research findings in this study, (1) the result of students perceptions of classroom environment. (2) the result of English achievement, (3) normality test and linearity test, and (4) correlation between students perceptions of classroom environment and their English achievement.

1. Results of Students Perceptions of Classroom Environment (Y)

The total numbers of students in eight grade students of SMP IT IQRA Bengkulu were 62 students. All of them are participated in this study. The 30 items of what is happening in this class (WIHIC) questionnaire were used to investigate the participants' classroom environment. The WIHIC questionnaire used likert scale 1-5. In answering the statement in the questionnaire the students choose number (1) Almost never (2) seldom, (3) sometimes, (4) often and (5) almost always. The students choose which number that was appropriate for them. First, the total answer of each part of the questionnaire was calculated. The result from each scale was the summed up. The highest score is 150 and the lowest score is 30. Second, to know the students average of using classroom environment, it was obtained by calculating the total answer in each part and dividing the total statement in each part. After that the score from each category of WIHIC was revealed. The

average for each of the WIHIC indicates which scale of the students tends to use most frequently. Third, to know the overall of the students WIHIC , all the SUMS of different parts of WIHIC would be SUMS. Overall, the average of the students described the students' frequency in using classroom environment. The highest frequency level is 5.0 and the lowest is 1.0.

The descriptive statistical analysis of WIHIC for the participants in shown below. The maximum score is 99 and the lowest score is 85. The mean of the students perceptions of classroom scores for the students 94.19 and the standard deviation is 3.083.

Table 4.10
Descriptive Statistics of Students Perceptions of Classroom Environment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students Perceptions of Classroom Environment	62	85	99	94.19	3.083
Valid N (listwise)	62				

In this study, the researcher created a frequency distribution to summarize the data from students' perceptions of classroom and report cards scores. The frequency distribution is a list that contains grouped data arranged according to certain interval classes. Dari data diperoleh, $R = 99 - 85 = 14$. For number of classes, $K = 1 + 3,3 \log n = 1 + 3,3 (62) = 7$,

with class length $P = R/K = 14:7=2$. The table of frequency distributions as follows :

Table 4.11
Frequency distribution of students' perceptions of classroom

Class	Interval classes	Frequency	Relative frequency	Cumulative frequency (<)	Cumulative frequency (>)
1	85-86	1	6,2 %	0 %	100 %
2	87-88	1	6,2 %	6,2 %	98
3	89-90	5	8 %	3,2 %	95 %
4	91-92	8	12,9 %	4,8 %	90 %
5	93-94	8	12,9 %	9,7 %	83 %
6	95-96	24	38,7 %	16 %	83 %
7	97-98	13	20,9 %	96 %	3,2 %
8	99	2	3,2 %	3,2 %	0 %
Jumlah		62	100 %		

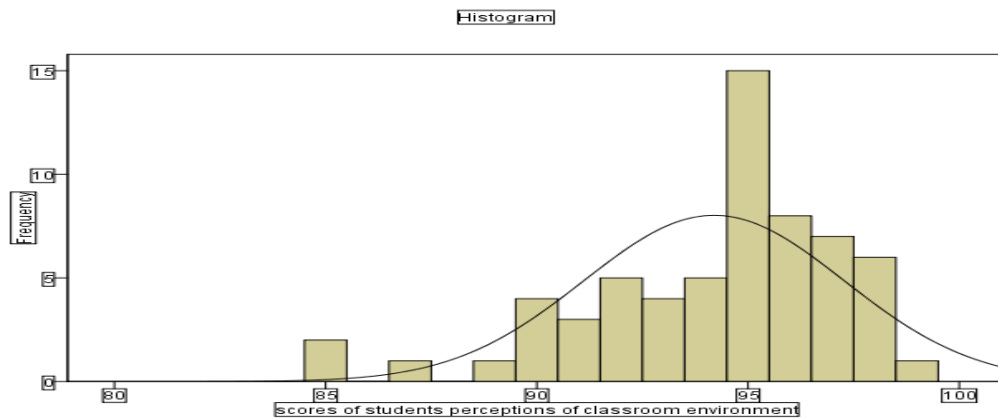


Figure 2
Histogram of Students Perceptions of Classroom Environment

The histogram above shows that the students perceptions of classroom environment is normally distributed.

2. Result of English Achievement

The descriptive statistic analysis of English achievement for the students is shown below. The maximum score is 99 and the lowest score is 89. The mean of the students perceptions of classroom scores for the students 93.50 and the standard deviation is 2.872.

Table 4.12
Descriptive statistic of Students Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
English achievement	62	88	99	93.50	2.879
Valid N (listwise)	62				

The distributions of English achievement is presented in the following table :

Table 4.13

Distributions of english achievement

Interval	Students	Category	Percentage
80-100	62	Very Good	100 %
70-79	-	Good	-
60-69	-	Average	-
50-59	-	Poor	-
0-49	-	Very Poor	-
Total	62		100 %

From the distributions of English achievement above, the maximum score is 99. So, it can be concluded that the students' English achievement is in the “Very Good” category.

Table 4.14
Frequency distribution of students' english achievement scores

Class	Interval classes	Frequency	Relative frequency	Cumulative frequency (<)	Cumulative frequency (>)
1	88-89	11	17,7 %	0 %	100 %
2	90-91	6	9,6 %	17,7 %	82,2 %
3	92-93	8	12,9 %	19,3 %	80,6 %
4	94-95	15	24,2 %	25,8 %	74,2 %
5	96-97	19	30 %	38,7 %	6,12 %
6	98-99	3	4,8 %	72,5 %	27,4 %
Jumlah		62	100 %		

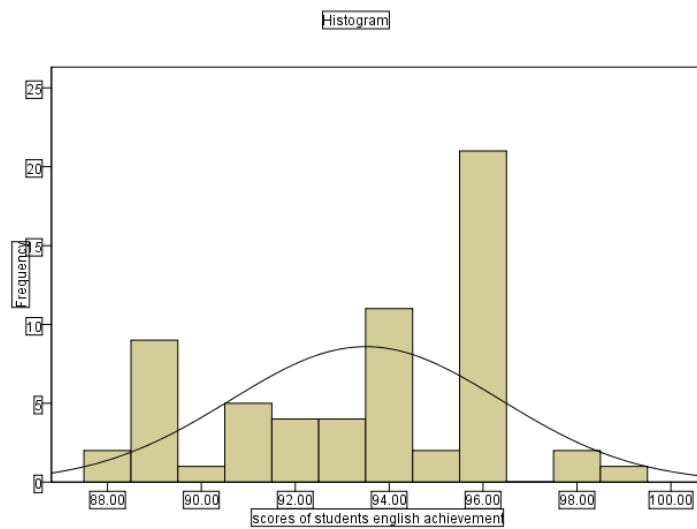


Figure 3
Histogram of students english achievement

The histogram above shows that the students english achievement is normally distributed.

B. The Data Analysis.

1. Normality test

a. The result of Normality Test

The data interpreted normal if $p > 0.05$. if $p < 0.05$, it means the data not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in the table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficient .014 for students perceptions of classroom environment and .052 for their English achievement.

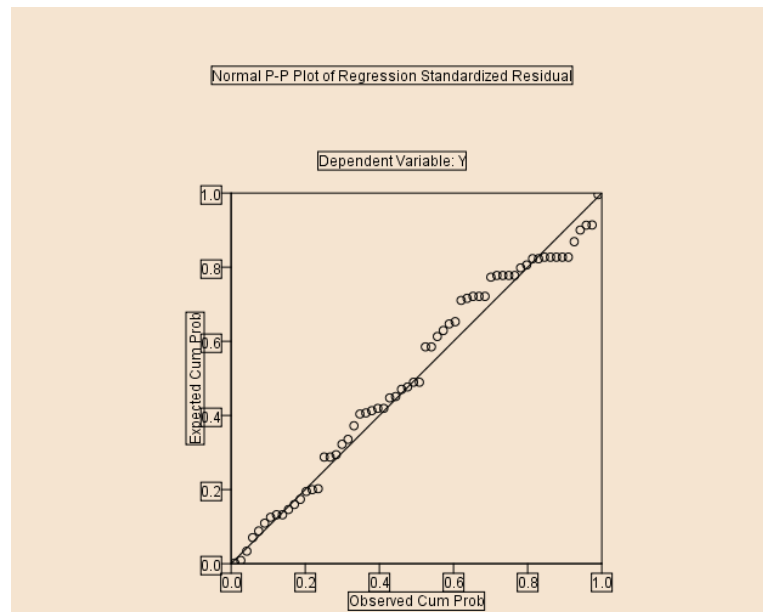
Table 4.15
Normality test
One-Sample Kolmogorov-Smirnov Test

		Students Perceptions of Classroom Environment	their English achievement
N		62	62
Normal Parameters ^a	Mean	94.19	94.10
	Std. Deviation	3.083	2.924
Most Extreme Differences	Absolute	.200	.172
	Positive	.092	.121
	Negative	-.200	-.172
Kolmogorov-Smirnov Z		1.575	1.351
Asymp. Sig. (2-tailed)		.014	.052

a. Test distribution is Normal.

The normal Q-Q plot of two variables are illustrated in the following figure :

Figures 4
Distributions of Data
Normal Q-Q Plot of Classroom Environment and their English
Achievement



2. Linearity Test

For linearity test, deviation of linearity was obtained. If probably is more than 0.5, the two variables are linear. The results showed that the deviation from linearity between students perceptions of classroom environment and their English achievement was .101. To sum up all the data were linear for each correlational and regression.

Table 4.16
Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
their English achievement * Students Perceptions of Classroom Environment	Between	(Combined)	232.560	12	19.380	3.288	.002
	Groups	Linearity	122.125	1	122.125	20.718	.000
		Deviation from	110.435	11	10.040	1.703	.101
		Linearity					
	Within Groups		288.830	49	5.894		
	Total		521.390	61			

3. Hypothesis testing

In testing hypothesis, the researcher used Pearson Product Moment Formula. The hypothesis shows that there is positive significant correlation between students perceptions of classroom environment (X) and their english achievement (Y). This hypothesis is alternative hypothesis (Ha). To test the hypothesis. Ha is changed become null hypothesis (Ho). It means that there is no positive significant correlation between students perceptions of classroom environment (X) and their english achievement (Y). To test the hypothesis, the researcher analyzes as follows :

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

C. Correlation between Students Perceptions of Classroom Environment and their English achievement.

To answer the problems in this research. The researcher analyze the result of descriptive statistics for the questionnaire and English grades from student report cards. Based on Pearson Product Moment Correlation, the result indicated that there was significant correlation between the students perceptions of classroom environment and their English achievement. The correlation coefficient or the r -obtained (.484) was higher than r -table (.0254), and the level of probability p significance was .000. It means that p (.000.) was lower than .05. It can be concluded that there was significant correlation between between the students perceptions of classroom environment and their English achievement.

Table 4.17
Correlation between Students Perceptions of Classroom Environment and their English achievement

		Correlations	
		Students Perceptions of Classroom Environment	their English Achievement
Students Perceptions of Classroom Environment	Pearson Correlation	1	.484**
	Sig. (2-tailed)		.000
	N	62	62
their English Achievement	Pearson Correlation	.484**	1
	Sig. (2-tailed)	.000	
	N	62	62

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

The Pearson Product Moment formula is required to measure the hypothesis test by recognizing that :

$\Sigma X =$	5840
$\Sigma Y =$	5797
$\Sigma X^2 =$	550670
$\Sigma Y^2 =$	542525
$\Sigma XY =$	546294

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

$$r_{xy} = \frac{62 \times 546294 - (5840)(5797)}{\sqrt{\{62 \times 550670 - (5840)^2\} \{62 \times 542525 - (5797)^2\}}}$$

$$r_{xy} = \frac{15748}{\sqrt{(35940)(31341)}} = 0,4836533$$

$$r_{xy} = 0,484$$

Based on results above, it can be concluded that that the correlation value is 0.484, it means that the correlation is positive which is the fair level of correlation. Furthermore, the t-test used which is important of the correlation coefficient with the formula :

$$\begin{aligned} T &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,484\sqrt{62-2}}{\sqrt{1-0,484^2}} \\ &= 4,27 \end{aligned}$$

The t-obtained is then compared with the t table price. For dk-n= 62-2=60, the t-table = 2.003. it turns out that the t-obtained 4,27 > t-table, 2,003

so that H_0 is rejected. This means that there is a positive correlation coefficient between the students' perceptions of classroom environment and their English achievement is 0,484.

There is a number in the correlation analysis called the coefficient of determination which is the square of the correlation coefficient (r^2). As the variance that occurs in the independent variable, this coefficient is called the coefficient of determination. Therefore, $r=0,484$, the coefficient of determination is $r^2=0,484^2= 0,69$. This means that 69% of the English achievement is influenced by students' perceptions of classroom environment, while the other 31% is contributed by other factors.

Based on the interpretation above, the researcher noticed that the correlation between students' perceptions of classroom environment and their English achievement is strong. It means that there is a correlation between students' perceptions of classroom environment and their English achievement.

D. The discussion of the findings

In order to strengthen the value of this study the interpretation was made based on the result of data analysis. First of all, the aims of this study were to find out: The correlation between students' perceptions of classroom environment and English achievement. According to findings, the students' perceptions of classroom environment was a positively correlated with their English achievement and it was significant. According to Wilson, students who participate in extracurricular activities generally benefit from the many

opportunities afforded them. Most students participate in academic and non academic activities at school and develop a sense of belonging their friends are there, they have good relations with teachers and other students, and they identify with and value schooling outcomes. It can be concluded that the teachers and students have good interaction in the classroom. From elementary school until university students, most of them is spent in interacting among themselves as well as with their teachers, so they must have a positive classroom during learning and teaching process.

Based on Bucholz and Sheffler, the type of classroom environment that a teacher creates and encourages can either increase or decrease a students ability to learn and feel comfortable as a member of the class. Teaching method which teachers used and the type of classroom environmnet that a teacher should creates and encourages, can either increase or decrease a students ability to learn and fell comfortable as a member of the specific needs someone might have, and to achieve the maximum of the students' potential capabilities in and out the class. This article describes a number of methods to help the teacher plan for create a classroom that welcomes and supports all children. Inclusive education occurs when there is on-going advocacy, planning, support and commitment.

In this study, the researcher investigated students perceptions of classroom environment and their English achievement. Based on the informal interview to the tacher of eight grade of students of SMP IT IQRA

Bengkulu, most students choose English classes because they really want to learn English, but besides that, they still find its difficult to learn English. However, the students seemed to be trying to understand the difficulty.

In connection with their English achievement, in terms of the level of scores obtained that all students consisting of two classes majoring in English get a very good level of report card in their English. It means that they they try to get the best score even though some of them think that English is difficult. In class learning, they discuss difficult assignments with classmates, even some of them become tutors for their friends. So, they in class like to help each other friends to find problem solvers. if they don't find the answer from the discussion with their friend, then they ask the teacher.

The result of this present study is similar with the result of Fathmawati, the study found that there were significant correlation between students perceptions of classroom environment and students' english achievement. The students perceptions of classroom was positively correlated with the students English achievement and it was significant. It showed that the better students possessed good classroom environment, the better result of students' English achievement was gained. It means that students classroom environment could give an impact toward students' English achievement. It in line with Pat, that many classroom environment on learning studies indicates that facilities for teachers and students were perceived as significant factors that a classroom must contain, in a learning

environment activities and materials used are considered as significant factors to one class.

This finding was inconsistent with the result of Padli, the study found that there was no significant correlation between classroom environment and students' english achievement. In this study, he only focuses with the classroom environment and students' english achievement. The result shows that there was negative significant correlation between classroom environment and students' english achievement.

In short, based on the data analysis, the researcher found that the students perceptions of classroom environment and their english achievement showed fair correlation. Finally, this study found there was significance correlation between students perceptions of classroom environment and their english achievement of eight grade students of SMP IT IQRA Bengkulu.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents, (1) conclusion, and (2) suggestions based on the findings of the research.

A. Conclusion

Based on the findings and interpretations on the previous chapter, it can be concluded that:

There was significant correlation between students perceptions of classroom environment and their English achievement. The correlation coefficient or the r -obtained (.484) was higher than r -table (0.2654). It means that the result indicated that there was positive and significant correlation between students perceptions of classroom environment and their English achievement. Then the level of probability (p) significance (sig.2-tailed) was .000. It means that p (.484) was lower than .05. It means that the higher perceptions of classroom environment is, the higher English achievement will be on the contrary, the lower perceptions of classroom environment is, the lower English achievement will be. The findings showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Based on the findings, it can be concluded that the students perceptions of classroom environment give dominant effect through English achievement. In this case, the other factors would give more

dominant effect through it. It can be assumed that the higher this classroom environment possessed by the students, the better the result of English achievement and it means that the students who have good understanding and use their classroom environment effectively will have good achievement in English and the students with bad understanding and using their classroom environment ineffectively will have bad achievement in English.

B. Suggestions

Based on the conclusion above, it can be delivered some suggestions as follows:

The result of this study stated the importance of classroom environment as one factor that influence improving students' achievements. First, for the students, this study can help students to know about the importance of their interaction and participation among themselves and teachers, parents and also for their motivation in learning English.

Second, teacher as the main role who manages the class has to make a kind of classroom environment to increase the students' cohesiveness, cooperation and involvement. In learning activities, teacher can participate by supporting and helping the students equally and actively. The same treatment and the same encouragement may be given to all students by giving equal class work. Classroom environment which can promote the seven aspects, they are student cohesiveness, teacher support, involvement,

investigation, task orientation, cooperation and equity, will be a positive classroom environment for the students. It is recommended that teachers of English inform and advise that studying English is not only for passing the examination but for life skill to the students, for the English teachers, they need to pay attention with the classroom environment. Since the teacher support had higher contribution than the other scales of perceptions of classroom environment, the teacher should enhance their attention and support to the students to get better process and result on teaching and learning English activities.

The third, for further researcher who have interest on this subject, classroom environment is a broad area. So there is probabilities to correlate them with other variables since there are still many unexplained factors that can give contribution for the students' English achievement. For further studies, the writer also give some suggestions as the following: first, the next study should do the research on a wider scope of subjects and include more subjects, for example in more than one school having more students in a class. So, the next researcher can make general conclusion since this study only included eight grade students of one Junior High School level. Second, the data of the next study should be more objective. It does not only include questionnaire. The third, researcher should consider experimental study to see the effects of giving treatment for students. The last, further study should take the students' final test scores or make the test by the researcher.

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