

CHAPTER I

INTRODUCTION

This chapter presents (1) background (2) problems of the study (3) objectives of the study and (4) significance of the study

1.1. Background

English is one of the most widely studied and used international languages in communicating among nations. Crystal (2003) state that “English language acts as a global or world language because English is studied and used as a means of communicating in various countries either as a first language, a second language, or as a foreign language” (p. 3). In accordance with Matsuda (2012) he states “English is an important language to learn because it provides them with new international opportunities that are not available to them otherwise, even when they cannot think of any specific ways they might be using the language in the future” (as cited in Marzulina, 2017. P. 6). With the ability English, they can easily access and obtain information because most of the information is written in English and also make it easier to speak each other.

Considering English is gaining more popularity and also has an important role, the government of Indonesia takes a serious step in improving Indonesian’s English ability. The government's efforts have been regulated based on the Decree of the Minister of Education and Culture Number. 060 / U / 1993 dated February 25, 1993 (Depdikbud, 1993) which explains the possibility of learning English as a local content subject in primary school and can begin in the fourth grade of elementary school. The educational community has responded very positively to

this policy, even in the large variety of private elementary schools, learning English has started since first grade. English has evolved into an important international communication medium.

In Indonesia, English is the primary foreign language that is more considered than other foreign language. There is a recent study conducted by Education First (EF) on the Indonesian language proficiency index, Indonesia's 2017 ranking fell from a year earlier, ranking 32 (the level of Intermediate Proficiency), ranked 39 (Low Proficiency level). Based on the data from the study, the average proficiency of Asian countries is 53.60. Well, as a comparison material, the average value of English proficiency in Indonesia is 52.15, still below the average English the proficiency in the Asian region. Indonesia is under Singapore with a score of 66.03 (Very High Proficiency Level) which is also ranked 5th in the world, followed by Malaysia at 13th place with 61.07 value, and Philippines with value 60, 59th in rank 15. Related to the ranking, Tran (2017) as a Senior Director, Research & Academic Partnership of EF Education First, said that countries with sufficient English proficiency will be able to compete in the wider world. Based on the data of the study, the ability of Indonesian society is still quite low when compared to other countries.

Learning English cannot be considered easy. Bose (2007) states that learning a second language requires conscious efforts to learn it and the exposure to the second language in most cases is limited. Verghese (2009) state that there are so many factors affect the process of learning a second language, including attitude, self-confidence, motivation, duration of exposure to the language,

classroom conditions, environment, family background, and availability of competent teachers. From the explanation above, I can conclude that there are some factors that influence the English learning process.

Education is the basis of human life. Development and progress of man depends on education. Suhartono (2007) argues that “the individual humans, education begins since the baby is born and even since still in the womb” (p. 77). In addition, Al-Attas (1991) claims that education is inherent in the associations of term “tarbiyah”, “ta,lim”, and “ta’dib” taken altogether. Ta’dib is more perfect and exact in understanding the concept of education. Ta’lim means to instruct, to teach, to train, to school and to educate. Tarbiyah means to feed, to increase growth which denotes the method of education. The education has been obtained from before we were born and can be developed in the process as long as we live.

Achievement is regarded as action of completing or attaining by exertion. Niemi (1999) states that “achievement as the mastering of major concepts and principles, important facts and propositions, skills, strategic knowledge and integration of knowledge”. Simpson and Weiner (1989) states “achievement as measurable behavior in standardised series of tests”. In summary, achievement is the competence of a person in relation to domain of knowledge. Student’s Academic Achievement is defined by student’s ability in computations and solving problems, which can normally be measured by written test. Coetzee (2011), explain that “academic achievement indicates the numerical score of a student’s knowledge” (p. 26). While, Bacon (2011), states that “academic achievement refers to standardized test scores, grades, and overall academic

ability and performance outcomes” (p. 8). Therefore, student’s academic achievement refers to the grades obtain by students upon accomplishing the courses in their study

Classroom climate sometimes refersto the learning environment as well as by terms such as atmosphere, ambience, ecology, and milieu. Mucherah, Finch, Smith, and Stahl (2014) state that “Classroom climate is a key influence on students motivation and consequently, achievement. Classroom with high teacher support and involvement tend to have students who enjoy learning and report a high desire for self-improvement and motivation for academic achievement (Battistich, Schap, & Moss, 1995). It support by Fraser and Pickett (2010) claimed “classroom climate can determine as the classroom environment in terms of the students’ and teachers’ shared perceptions in that environment”. In addition, Pashiardis (2001) found that “the term of classroom climate refers to the quality that characterizes interpersonal relationships in the school classroom and could be defined as a set of internal characteristics that assist in distinguishing one school from another” (p. 25). Thus, the classroom climate will determine the learning achievement of the whole students at the end of the lesson or in the end of semester. Classroom climate will also determine the students’ intelligences in accepting the material in the school.

The students of English Study Program also have some problems. Based on the informal interview the EFL students of UIN Raden Fatah Palembang, they usually felt bored when the lecturer come late. Beside some subjects required more credits. So it took longer time for them to learn this led to the

studentsboredom, also the dasses were too noisy and the lecturers sometimes could not handle it. From all the factors above, I conclude that the classroom climate could actually influence their concentration and their achievement scores. Furthermore, I also asked the students about their achievement. It was founded that most of them were not satisfied with their achievement. They also agreed that the classroom climate might give influence to their concentration during the teaching and learning process, which can also be concluded that theira achievement with as well be influenced.

Some researchers have conducted studies about the variables mentioned above. First, a study done by Anderson (1971) studied effect of classroom environment on students' academic achievement. The finding showed that teachers who allowed students to be involved in selection of learning and classroom activitiesencouraged co-operational and fostered perception and attitude towards home economics. And then he also found out that students from democratic classroom environment significantly performed academically better than those from autocratic classroom environment. He concluded that classroom environment significantly influences students; academic achievement.

Another research was done by Akanbi (2014) "classroom climate and academic performance among female student in Asa Local Government Area, Kwara State". This study involved 249 female students. Simple random sampling technique involved in this study to select 249 female senior secondary school students from the six senior secondary schools in the local government. The result shows no significant correlation female students' perceptions of classroom climate

and academic performance. The findings show there is no significant age difference among female students' perception of their classroom climate on academic performance. Samrat (2015) found that Teacher factor, class activities and general classroom atmosphere can significantly motivate them to attain academic success.

In this study, I am interested in investigating the correlation between classroom climate and their English academic achievement. Since there are some kinds of inconsistency between the results above, I am interested in conducting a study about the correlation between classroom climate and academic achievement of the EFL undergraduate students of UIN Raden Fatah Palembang.

1.2. Problems of the Study

Based on the background mentioned, I would like to study concerning the correlation between classroom climate and their academic achievement of the undergraduate students. The questions of this research are:

1. Is there any significant correlation between student's classroom climate their academic achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang?
2. Does student's classroom climate significantly influence their academic achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang?

1.3. Objectives of the Study

The purposes of this research as follows:

1. To find out if there is a correlation between classroom climate and academic achievement of the Undergraduate Students of UIN Raden Fatah Palembang.
2. To know if classroom climate influences academic achievement of the Undergraduate Students of UIN Raden Fatah Palembang.

1.4. Significance of the Study

I hope this study will give some information and contribution to the development of language teaching and learning, especially about the understanding the students' perception of classroom environment related to their academic achievement. For students, this research will hopefully help them to know about the importance of their interaction and participation among themselves and the teacher. Next, for the lectures this study hopefully can be beneficial for the lectures. The Lectures use the result of the study of the relationship between classroom climate and academic achievement and give some contribution to teaching and learning process in the classroom. Then, for further researchers who are interested in correlation research, they can get basic information from this research. Therefore, they can do their research deeper and better than this research. Last but not least, for me myself, it is expected that I will get some knowledge and more experience from this study especially about creating an ideal classroom environment for his student later.

