

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the correlational study, (2) the concept of classroom climate, (3) the classification of classroom climate, (4) the concept of students' academic achievement

2.1. The Correlational Study

In conducting this study, correlation research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain and interpret the result that may appear. Leddy and Omrod (2010) claims that in research is concerned with establishing relationships between two or more variables in the same population of the study. Usually some of the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. However, the main purpose of a correlational study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used make predictions to a population. Through statistical analysis, the relationship will be given a degree and direction. It means, the degree of relationship determined how closely the variables are related. This is usually expressed as a number between -1 and +1, and is known as the correlational coefficient. A zero correlation indicates no relationship. As the correlation coefficient moves toward either -1 or +1, the relationship gets stronger until there is a perfect correlation at the end points. The significant difference between correlational research and experimental or quasi-experimental design is about the

causality cannot be established through manipulation of independent variables.

According to Johnson and Christensen (2012), the meaning of a given correlation coefficient can be seen below:

Table 1.The Degree of Correlation Coefficient

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

2.2. The Concept of Classroom Climate

The concept of classroom climate implies the intent to establish and maintain a positive context that facilitates classroom learning, but in practice, classroom climates range from hostile or toxic to welcoming and supportive and can fluctuate daily and over the school year. Classroom climate is a direct result of the interaction between teachers and their pupils. Määttä and Uusiautti(2012)mentions that “the nature content and meaning of these interactions have been studied from a variety of perspective” (p. 22).

The structural and functional characteristics of classroom. The individual in a classroom setting becomes the environment of one another. A classroom climate refers to a composite of variables working together to promote learning in a comfortable environment in a classroom. Every classroom is unique because there is a wide range of variables that have an impact on the climate in a classroom.

The teachers should consider how important the classroom environment is. Thus, the classroom climate will determine the learning achievement of types classroom climate the whole students at the end of the lesson or in the end of semester. Classroom climate was also determined by students' intelligences in accepting the material in the school.

The teachers should understand much intelligence that student have. So, when the teachers understand them, the teachers can make a decision what the most appropriate way of teaching that applied in the class. Classroom climate was an important aspect in teaching and learning process. This was the core of soul learning. If the teacher does not care to this aspect, the learning process in the classroom was totally unacceptable. Classroom climates generally talks about classroom cohesion and classroom relationship.

2.2.1. The Classification of Classroom Climate

Samrat (2015) divide "the classroom climate is classified into two major groups"(p. 11) they are:

1. Physical climate
2. Physiological climate

The factors that influence passively the phenomena of the classroom are called structural climate or physical climate. Physical climate is divide into two dimensions they are:

1. Situation and facility
2. Instruction aids

The factors and forces that influence activities of the phenomena of the

classroom are called physiological climate or functional climate. Physiological climate divided into two five dimension. They are follows:

1. Teacher and teaching
2. Utilization of instructional aids
3. Learner and learning
4. Teacher – pupil relationship
5. Classroom management

2.2.2. The Concept of Learning Achievement

Daniel (2004) defined “theachievement as a concept that we will have to try to measure, using a test, essay or portfolio” (p. 64). On other hands, Atkinson in Gilies (2008) stated that “achievement is a we thing, not a *mething*, always the product of many heads and hands” (p. 11). From the explanation of the experts above, it could be concluded that the achievement was a result of learning process that affected both of teachers and students and measured all skills of English. The achievement was the final of learning process in the classroom the result was not only being seen from the material, but also from students’ attitudes, aptitudes, and classroom climate.

Based on Brown (2004) claims that “writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions” (p. 218). As the basic of learning those skills, the role structure and vocabulary are very crucial.Zemach and Rumisek(2005)“the teaching of writing is important because of the reasons” (p. 54). Writing is important as teaching speaking, reading, and listening because the learners can express their ideas, feeling, and experiences in

certain place, time, and situation in written form. Therefore, writing skill need to be taught to the student.

2.2.3. The Factors Influencing Classroom Climate

According to Ambrose et all (2010),“There are 5 factors that influencing classroom climate" (p. 173-179). The following is borrowed heavily from him.

They are:

1. Stereotypes

It because alienation and marginalization among those who are the target of unfair generalizations. In fact, just the threat of stereotypes. (Steele & Aronson, 1995) tokened “stereotype threat,” can impact learning negatively. Students who have experienced stereotypes or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning

2. The tone

The tone of a class environment is influenced strongly by the instructor. Studies show that students approach faculty who express encouragement more so than faculty who come off as punitive. Tone can be set by instructors through their interactions with students and through other modes of communication including syllabus.

3. Student-student interactions

Student’s interactions during and outside of class affect the overall

climate. However, the ways in which instructors and those in authority deal with negative interactions has more of an impact on student learning.

4. Faculty-student interactions

Astin (1993) mentions the faculty-student interactions also play a role. Students, who felt that their instructor was approachable, had concern for minority student issues and treated students as individuals and with respect reported a better course climate.

5. Content

Content includes the course materials, examples and metaphors, case studies and project assignments used to illustrate the ideas being taught. Content that includes a variety of perspectives or is representative of multiple views is more conducive to a positive climate.

2.2.4. The Purpose of English Achievement

Learning achievement is a sentence consisting of two words namely achievement and learning. Between achievement and learning words have different meanings. According to Slameto (2003), "Learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment" (p. 2). Beside that Djamarah (1994) states that "achievement is the result of an activity that has been done, created both individually and in groups" (p. 19).

From the explanation above there are clearly visible differences on certain words for emphasis, but the point at which the outcome of an activity. So the achievement is the result of an activity that has been done, created, pleasing,

obtained with tenacity the way of work, either individually or in groups in certain activities.

The purpose of learning achievement was to measure the achievement that achieve by the students during learning and teaching process in the classroom. The measurement could be seen from either formative assessment or summative assessment. Summative assessment is generally considered to be undertaken at the end of a course or program of study in order to measure and communicate pupil performance for purposes of certification and (latterly) accountability. According to Harry and John (2001), "Formative assessment in so far as it carried any meaning" (p. 8). Was perceived incrementally in terms of a product to be obtained from students and then used for the planning of teaching. So, the purpose of learning achievement could run well after the learning process is assessed by assessments available.

2.3. The Concept Students' Academic Achievement

Sukmadinata states that "students' achievement is not just knowledge mastery, but also talent and skills in seeing, analyzing, and solving problems; so that the activity and the result of the learning process get an assessment" (as cited in Gestalt, 2005, p.179). Achievement was the result of after doing teaching and learning process, not pre or while process.

There are four kinds of English skills that need an assessment. Such as speaking, writing listening and reading. Speaking and writing are called as productive skills while listening and reading are receptive skills. Receptive does not mean that the learners are totally passive.

Concept of achievement can be concluded from the definition of achievement itself. Achievement as a thing that somebody has done successfully, especially using their-own effort and skill (Oxford Learners Online Dictionary, 2011). Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examinations performance. Santrock (2006) claim academic achievement meaning to what the students have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make of Cumulated Grade Point Average (CGPA) since it provides information of the students' academic performance across time.

Academic performance, which is measured by the examination results, is one of the major goals of a school. Kyoshaba (2005) the academic deans and the quality assurance committee are concerned about those who do not perform well because if this low performance goes unchecked, the university may lose its reputation, which may result in loss of confidence in UCU graduates.

2.3.1. The Factors Influencing Students' Academic Achievement

Genc and Aydin (2011) some factors affecting the motivation level of the preparatory school students in using a web-based computer-assisted language-learning subject. The sample group of the study consisted of 126 English-as-a-

foreign-language learners at a preparatory school of a state university. It was found that there were no statistical differences between such selected demographic variables as learners' age, gender, grades, compulsory and optional status, type of high school, parents' educational status, the period of the participants' more than half the participants possess moderately high motivation level Jurkovic (2010) examined the effect of two factors on achievement test scores in English as a foreign language for specific aims in higher education: preexisting linguistic competence and frequency of use of language strategies. The results of this study indicated a statistically significant positive effect of general linguistic competence on achievement test scores. Among the constructs of language learner strategies, however, the only construct having a statistically significant effect on achievement test scores was met cognitive strategies.

2.3.2. Students' Academic Factors

Musthaq and Khan (2012) explored four factors which affect students' academic performance. Those are students' communication skills, learning facilities, proper guidance and family stress. The details are following:

2.3.2.1. Communication Skill

Brown states that language is a means of communication (as cited in Hollandyah and Utami, 2016, p. 13). In line with Cakrawati states language is media of communication and people find it difficult to communicate without language (as cited in Nadjmuddin, 2012, p.37).

Harb and El-Shaarawi (2006) find that the most important factor with positive effect on students' performance is student's competence in English.

According to Harmer English is a worldwide language spoken throughout all parts of life such as in the arts, human sciences, travel and the social sciences (as cited in Astrid, 2011). English is taught in education. It is supported by Crystal, he argues that English becomes the language which children or adults are most likely to be taught in school (as cited in Marzulina and Putra, 2016, p. 186). If the students have strong communication skills and have strong grip on English, it will increase the performance of the students. The performance of the student is affected by communication skills.

2.3.2.2. Learning Facilities

Many researchers have discussed the different factors that affect the students' academic performance in their research. There are two types of factors that affect the students' academic performance. These are internal and external classroom factors and these factors strongly affect the students' performance. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. Internal classroom factors includes students competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, exams systems and technology used in the class.

Teachers have an important role in teaching learning process, because they play a vital role in the overall development of the students (Saswandi, 2014).

A variety of factors influence success in learning a foreign language including learning English language and one of them is motivation. It is supported by Ellis

says, “Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2” (as cited in Arib, 2017, p. 2). In addition, Schutz also states that in acquiring second language, learner is affected by some factors including motivation (as cited in Gunawan, 2017, p. 4)

Furthermore, to reach the successful of a language program especially English, there are some key points which are very important. Richard states the process of teaching and learning the language includes many major components such as the learner, the teacher, and teaching or learning context, planning for effective teaching of adults learners of English, classroom management and teaching skills, professional development and resources and material for teaching (as cited in Yansyah, 2017, p. 11).

Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. In relation to the use of technology, interactive multimedia is an example of technology which is widely used in the education realm including in English language teaching (Pitaloka, 2014). Furthermore, Karemera (2003) adds With regard to background variables, he found a positive effect of high school performance and school achievement he found no statistical evidence of significant association between family income level and academic performance of the student. Young (1999) says that held the view that student performances are linked with use of library and level of their parental education. The use of the library positively affected the student performance. The academic environment is the effective variable for students and has positive relationship with fathers' education and grade level (Kirmani&Siddiquah, 2008).

2.3.2.3. Proper Guidance

Noble (2006) argues that students' academic accomplishments and

activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., religion, family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school. The students face a lot of problems in developing positive study attitudes and study habits. Guidance is of the factor through which a student can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exams. The guidance from the teacher also affects the student performance. Furthermore, the guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006).

2.3.2.4. Family Stress

Socio-economic factors like attendance in the class, teacher-student ratio, presence of trained teacher in school, sex of student, distance of school family income, and mother's and father's education are also affected the performance of the students. Low income and educated parents factors not as border for students to make great achievement and change their life, and good parents' motivation is absolutely needed by the students to improve their performance in learning English (Purwanto, 2017).

Raychauduri, Kernan, Bogart and Wheat (2011) state that academic success of graduate student will be enhanced if the optimal health related barriers are low. There is negative relationship between college credit and stress but weak relationship between GPA (Grade Point Average) and stress. The students'

academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools.

2.4. The Relationship between Classroom Climate and English

Academic Achievement

Classroom climate as a fuel to activate all activities that done by people, while the learning achievement as a motor that runs all activities depends on the capacity of fuel itself. It means that, good attention to the classroom climate will affect to the achievement in the English learning. Shapiro (1993) explains a positive climate supported diversity, differences, and likenesses, and it provided social support and encouragement of participation by all participants.

There were many aspects that influence learning achievement in the classroom climate. Harb and El-Shaarawi (2007) found that the most important factor which affected student's performance was their competence in speaking English. Classroom climates defined as the type of environment that is created for students by the school, teachers, and peers. Billboet all (2012) teachers are continually looking to make a "positive" classroom climate in which student learning maximized.

2.5. Previous Related Studies

In this study, I was interested in investigating the correlation between classroom climate and their English academic achievement. A study done by Samrat (2015) he investigated about the Classroom climate and academic

performance of higher secondary students and found that Teacher factor, class activities and general classroom atmosphere can significantly motivate them to attain academic success.

Another study done by (Ekpo, Akpan, Essien, & Imo-Obot, 2009) they investigated about Classroom climate and students' academic achievement in social studies in cross river, Nigeria and found that physical layout of the classroom is the only variable that relates to students' academic achievement.

Consequently, based on the descriptions above, the writer is interested in finding out The Correlation between Classroom Climate and Academic Achievement of the Undergraduate Students English Education Study Program of UIN Raden Fatah Palembang.

2.6. Hypotheses

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

1. H_0 : there is no correlation between classroom climates and the students' Achievement of the Undergraduate Students English Education Study Program of UIN Raden Fatah Palembang

H_1 : there is a correlation between classroom climates and the students' academic achievement of the Undergraduate Students English Education Study Program of UIN Raden Fatah Palembang.

2. H_0 : classroom climates don't significantly influence the students' Achievement of the Undergraduate Students English Education

Study Program of UIN Raden Fatah Palembang

H_1 : classroom climates significantly influence the students' academic achievement of the Undergraduate Students English Education Study Program of UIN Raden Fatah Palembang.

2.7. Criteria of hypotheses

I will use these criterions;

1. If p -value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_a is rejected.
2. If p -value is less than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected and H_a is accepted.