THE CORRELATION BETWEEN CLASSROOM CLIMATE AND READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the tittle of Sarjana Pendidikan (S.Pd.)

by

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ENGLISH EDUCATION STUDY PROGRAM
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Kepada Yth.

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      Setelah kami periksa dan diadakan perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN CLASSROOM CLIMATE AND READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 PALEMBANG"**, ditulis oleh saudari **Ria Oktaviani** telah dapat diajukan dalam sidang munaqasyah FakultasTarbiyah UIN Raden Fatah Palembang.

      Demikianlah terima kasih.

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      Palembang,   2017

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THE CORRELATION BETWEEN CLASSROOM CLIMATE AND READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 PALEMBANG

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STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept academic sanction of the cancellation on my magister degree that I have receieved through this thesis.

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Palembang,   April 2017

The writer,

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The writer realizes that this thesis is far from perfect. Therefore, criticism and suggestion are needed. Hopefully, this thesis will be beneficial for the reader and researcher who want to conduct a research.

Palembang,   April 2017

The writer,

Ria Oktaviani

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ABSTRACT

This study investigated the correlation between classroom climate and reading achievement, and explored the influence of classroom climate and reading achievement use of the eighth grade students of SMP Negeri 3 Palembang. A total of 57 students participated and selected by convenience sampling. In order to collect the data, Contructivist Learning Environment Survey (CLES) and reading test were used. Descriptive stastistic, Pearson product moment correlation and regression anlaysis were employed to analyze the data. Based on the data analysis, it was found that r (.175) < r_{table} (.260) with significant which was higher than 0.05. Thus, it indicated that there was no significant correlation between classroom climate and reading achievement use. Because of that finding, there was no need to conduct regression analysis to check the influence of classroom climate and reading achievement use. Moreover, it can be assumed that the higher this classroom climate possessed by the students the better the result of reading achievement and it means that the students who have good understanding and use their classroom climate effectively will have good achievement in reading and the students with bad understanding and using their classroom climate ineffectively will have bad achievement in reading.

KeyWords: *classroom climate, reading achievement, and junior high school students*

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 as a lingua franca has emerged as a way of referring to communication in English between speakers with different first languages (Seidhofer, 2005, p. 339). Most of people in the world use English as a second language and foreign language where it has increasingly become the language for business and commerce, science and technology, and international relations and diplomacy (Freeman & Long, 1991).

In Indonesia, student's life has a lot of problems about language, especially English. However, according to Hamra and Syatriana (2010, p. 27), English is the first foreign language in Indonesia. It becomes a compulsory subject for the elementary school until higher education (Saleh, 1997, p. 2). There are four skills that may be achieved by the students in learning English, namely the skills of reading, listening, speaking, and writing.

In teaching English at Junior High Schools, the teachers teach the language based on Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The Curriculum states that the aim of teaching English at Junior High School is to develop four components of language skills: listening, writing, speaking, and reading.

As stated, reading is one of the important skills to support communicative competence. The best way to improve reading skill is by reading. Reading skill should be mastered by students because by reading the students can develop their knowledge or thinking, increase their ability, and enlarge their experiences (Mikulecky & Jeffries, 1996, p. 6). They can gain knowledge and fulfill their need for information. There are some reasons why reading is very important in learning a new language, such as reading can help learners to think in the new language, help learners to build better vocabulary, and make learners feel more comfortable with written English. Moreover, learning to read is an important educational goal. The ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instructions manual, maps, and so on.

Rasinski and Burns (2015) state that five critical factors for reading are phonological awareness, phonics or word recognition, fluency, vocabulary and comprehension, and based on their research, it was found that many children who struggles with reading had difficulties in processing the "fast parts" of speech. In addition to the complexity of reading, teachers also need to pay attention to those who lack of reading which is now a big problem in Indonesia.

Ironically, related to Wasliman (2003, p. 2), reading score of Indonesia students in East Asia is still low. As reported by the International Association for the Evaluation of Education Achievement in East Asia, the reading ability of Indonesian students is the lowest in this region. Indonesian students are just

capable of mastering 30% reading materials. They find difficulty in reading items which are in the form of commentary that need cognitive process. Learning process taking place at Indonesian schools nowadays does not support the students' cognitive process because of the low of their reading quality. Based on Kusmana (2009), the results of the Program for Research International Student Assessment, the students' reading interest is low. If compared to countries in East Asia, Indonesian students are the lowest. Of the 42 countries surveyed, Indonesia students ranked 39th, just above Albania and Peru. As well as with mastery of the material from the reading, the students are only able to absorb 30% of the material presented in the text.

By increasing the interest in reading skills, students can socialize by visiting the library. According to Siauseni (2010), library becomes obstacles in improving students' reading was the rapid flow of entertainment as well as games of electronic media. Besides having an impact in the development of students' interests and reading skills, library is also an effective and efficient alternative. Munaf (2002, p. 247) states that in growing interest read intimately relationship with the library. In order to got student read a book, actually a cheaper alternative than buying books, which students can borrow or ride reading a book in the library (Boediono, 2004).

Kumaravadivelu (2008, p. 30) states that there are several aspects or points that affect for students' achievement in learning process. They are: age, anxiety, learning strategies, communication, knowledge, and environment. As stated that, environment which is related to the climate is one of aspect that

can influence students' affects achievement. Leone (2009), defines classroom climate is the classroom environment involving shared perceptions of the students and teachers. According to Kyriacou (2009, p. 111), classroom climate is one in which the teachers authority to organize and manage their learning activities is accepted by pupils, there is mutual respect and rapport, and the atmosphere is one of purposefulness and confidence in learning. It means that, classroom climate is having a warm socio-emotional climate in the classroom where errors are not only tolerated but welcomed, and this classroom climate will run well when the teacher and students are working together cooperatively in classroom.

Based on Adelman and Taylor (2005), classroom climate is closely associated with learning environment and it is seen as a major factor of classroom behavior and learning. Classroom climates generally talks about classroom cohesion and classroom relationship. Classrooms which are characterized by greater cohesion and goal-direction, lesser extent of disorganization and conflicts, offer better opportunities for learning and consequently students become successful. This is the way to create open minded classroom climate, where students are ready to exchange ideas and explore new learning content. Meanwhile, Fraser and Tobin (1998) state that have proved that classroom climate has a great influence in learning and environment.

As stated above, classroom climate is one of the factors that can influence student 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. Koth (2008, p. 96) state that the

collective principles, morals, and dispositions that make-up the interactions between all individuals within the school and establish acceptable behaviors and norms for the learning community. It means that, good attention to the classroom climate will affect to the students' achievement.

It's really important for teachers to create a positive and engaging classroom climate. Based on Fraser (1994), if a positive classroom climate is created, students will learn better and engage more which means that it is one of the most effective and powerful tools teachers that can use to encourage student's learning. Lots of factors are related to a positive classroom climate, one important factor is how teachers respond to student's behavior. Teachers' responses to student's behavior will help to set the tone of the classroom climate.

Therefore, reading is one of important skill that students must be mastered. The primary goal of reading is students getting comprehension about the text that they have read. Many students faced problem in getting comprehension because they do not know the meaning of unfamiliar words. Based on the problem, students must be autonomous to find other sources and get information for their successful learning process. In short, classroom climate is needed when the students want to comprehend reading text.

Based on the interview with the eighth grade students of SMP Negeri 3 Palembang, most of the students got low score in TOEFL Junior test especially in the reading comprehension section; some of them got the difficulties in answering the reading comprehension questions. Some of the students had low motivation in learning English especially reading, they can make a friendship in the classroom

easily and also they really enjoyed when learning and teaching process in the class.

Another day, the writer tried to interview the teachers of English in SMP Negeri 3 Palembang, the teachers said that the students were lazy to did the assignment well, the students in the class did not really pay attention to the teacher's explanation, some of them were not active in learning English, and also some of the students were not eager to follow the English activity until finished. Based on the explanation above, it can be concluded that the students had low score of their reading achievement, it because they felt uncomfortable wuth their classroom climate. It means that, classroom climate may influence students' reading achievement.

This situation is supported by Leone (2009) who examined the students' achievement in classroom climate. She revealed that the students have individual needs when learning reading achievement such as meaningful interactions with their learning classroom climate. Fleenor (2015) research also found that the school required their students to use English everyday especially in reading comprehension either in or out of the classroom with the hope that these excellent reading comprehensions needed for their future education. Therefore, it is most importance to find the correlation between students' classroom climate and Reading achievement, and to identify the best predictor of their reading achievement.

In this research, the researcher is interested in investigating the correlation between classroom climate and their reading achievement. A study done by

Mucherarh, Finch, and Smith (2014), found that reading development is impacted by a wide variety of factors, including both those specific to the student, most particularly the motivation to read, as well as external factors such as the climate of the reading classroom. Besides that, another study done by Surham (2014), result indicated a classroom climate there was very good. It can be seen from seating arrangements, procedures and regulations, and managing transitions. Unfortunately, some of students did not achieve the passing grade (KKM). Concerning this, the writer conducted a research entitle "The Correlation between Classroom Climate and Reading Achievement of the Eighth Grade Students of SMP Negeri 3 Palembang".

1.2 Problems of the Study

Based on the background above, the problems of the study are formulated in the following research questions:

1. Is there any significant correlation between classroom climate and reading achievement of the eighth grade students of SMP Negeri 3 Palembang?

2. Does classroom climate influence reading achievement of the eighth grade students of SMP Negeri 3 Palembang?

1.3 Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is a significant correlation between classroom climate and reading achievement of the eighth grade students of SMP Negeri 3 Palembang.

2. To know if classroom climate influence reading achievement of the eighth grade students of SMP Negeri 3 Palembang.

1.4   Significance of the Study

It is hoped that this study will give some information and contribution to the development of language teaching and learning English, especially understanding the students' classroom climate related to their reading achievement. Hopefully, it will give information to the teacher of English about the importance of the role of classroom climate to reading achievement. Therefore, this study hopefully can help the students to know about the importance of their interaction and participation among themselves and the teacher, and also they will know what the best classroom climate is. The second, it is hoped that the students know about what positive classroom is. At last, it will give some contribution to the students about teaching and learning process during the study in the classroom to their reading achievement. Then, for further researchers 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 writer will get some knowledge and more experience from this study especially about creating an ideal classroom climate for his students later.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of correlational research, (2) the concept of classroom, (3) the concept of classroom climate, (4) the type of classroom climate, (5) the component of classroom climate , (6) the concept of reading skill , (7) the concept of reading achievement , (8) the relationship between classroom climate and reading achievement, (9) previous related studies, (10) hypotheses, and (11) criteria of hypotheses testing.

2.1   The Concept of Correlational Research

According to Cohen, Manion, and Morrison (2007, p. 265), correlation involves the collection of two sets of data, one of which will be retrospective, with a view to determining the relationship them. Moreover, Simon and Goes (2011) state that in the correlational research, some of the researcher investigates one or more characteristics of a group to discover the extent to which the characteristics vary together. Cresswell (2012, p. 338) staes that declare that in correlational research designs, investigators use the correlation statisticall test to describe and measure the deree of association (or relationship) between two or morevariables or sets of scores. 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.

The meaning of a given correlation coefficient can be seen below based on Cohen, Manion, and Marrison (2007), p. 536):

Table 1
The Degree of Correlation Coefficient

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

2.2 The Concept of Classroom

Doyle (1980) claims that classroom is not only the static picture of a room filled with twenty or thirty students and the same number of chairs and desks, with shelves, tables, books, chalkboards. Classroom is in motion and its complex structure could be captured by following features: immediacy (events happen fast

and there is not enough time to think before acting), publiceness (the classroom is public place and the teacher is always on the stage), multidimensionality (classroom is a learning laboratory, a social center, a peer-group, a collection of individuals), unpredictability (immediate circumstance influence events), history (a class meets regularly for a long time and first few meetings often shape what is likely to happen the rest of a year), and simultaneity (many thing happen at the same time).

According to Khine (2001), the classroom can indeed be considered a miniature society, which consists of individual students with varying interests, diverse backgrounds and wide-ranging personality. It means, one class may be quiet and passive, but another class can be noisy and active. It includes some aspects such as class composition, class size, and classroom management. Class size is the number of students in a class, which varies considerably from day to day; and at different times throughout the day because of student mobility, truancy, and absences (Ehrenberg, Brewer, Gamoran, & Williams, 2001). Psychological environment can be referred as the classroom condition in term psychologically. Classroom management is related to all teachers actions aimed to establish the simulative learning environment. According to Martin and Baldwin (1993), three teachers' classroom management styles can be distinguished: interventionist and noninterventionist. Classroom climate can be defined as the learning environment and it involves atmosphere, ambience, ecology, and environment for students' learning. On the other hand, the interaction among the

students and interaction between students and the teacher are also included in classroom climate.

There are so many instruments in measuring the classroom. In the article of *Learning Environment Research*, Fraser (1998) claims that nine major questionnaires for assessing student perceptions of classroom psychosocial environment, outcomes and environment, evaluating educational innovations, differences between students and teachers perception, whether students achieve better in their preferred environment, teachers' use of learning environment perceptions in guiding improvements in classrooms, combining qualitative and quantitative methods, links between different educational environment, cross-national studies, the transition primary to high school, and incorporating educational environment ideas into school psychology, teacher education and teacher assessment. This article describes about nine major questionnaires, there are the Learning Environment Inventory (LEI), Classroom Environment Scale (CES), Individualized Classroom Environment Questionnaire (ICEQ), My Class Inventory (MCI), College and University Classroom Environment Inventory (CUCEI), Questionnaire on Teacher Interaction (QTI), Science Laboratory Environment Inventory (SLEI), Constructivist Environment Survey (CLES) and What Is Happening In This Class (WIHIC).

2.3   The Concept of Classroom Climate

According to McCormack (2007, p. 33), Plato once wisely observed, "What is honored in a country will be cultivated there." So it is in classrooms where teachers honor the development of reading and writing were not only

through teaching the curriculum but also through creating print-rich environments in which literacy-learning activities are an integral part of every school day. In this global era, teachers should consider how important the classroom environment is. 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 determined by students' intelligences in accepting the material in the school.

The teachers should understand much intelligence that students 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 do not care to this aspect, the learning process in the classroom was totally unacceptable. Based on Adelman and Taylor (2005), classroom climate is closely associated with learning environment and it is seen as a major factor of classroom behavior and learning. Classroom climates generally talks about classroom cohesion and classroom relationship. Classrooms which are characterized by greater cohesion and goal-direction, lesser extent of disorganization and conflicts, offer better opportunities for learning and consequently students become successful. This is the way to create open minded classroom climate, where students are ready to exchange ideas and explore new learning content. In addition, Cropley (1992, p. 81) states that actually there were two conditions establishing climate among students; Interpersonal condition and emotional condition. Interpersonal conditions happened when

the teacher helps the children to understand their own divergence and to esteem it highly, even in the presence of social pressures to the country. Emotional condition occur when the teacher encourage students to be aware respecting their feeling. Like English skills that must be assessed, the classroom climate must be assessed too. A great variety of research tools were a necessary condition for any successful research. Research depending on the nature of the study selects the relevant tools, either readymade or new ones. Meanwhile, Murray (1938), defines classroom climate is typically conceptualized as a set of systematic entities whose presence and dimensionality may be inferred from students' and teachers' perceptions of psychosocial attributes of the classroom social system.

The Consructivist Learning Environment Survey (CLES) was used to measure classroom climate (Taylor and Fraser, 1991). According to the constructivist view, meaningful learning is a cognitive process in which individuals make sense of the world in relation to the knowledge which they already have constructed, and this sense-making process involves active negotiation and consensus building. Those 5 scales involve Personal Relevance (PR), Uncertainty of Science (US), Critical Voice (CV), Shared Control (SC), and Student Negoitiation (SN).

2.4 The Types of Classroom Climate

Seiler, Schuelke and Lieb-Brilhart (1984, p. 194) state that give a more detailed explanation of different types of classroom climate and in each instance contrast two types of climate with each other:

1. An open versus defensive climate

    In an open climate learners feel free to communicate with the teacher and ask for help. Teachers respond to their request, give feedback and offer help. In contrast, within a defensive climate, learners are criticised and negative messages are communicated. Learners are not eager to respond and become defensive. In an open climate the teacher make learners feel welcome, pay attention and create a relaxed and pleasant atmosphere.

2. A climate of confidence versus fear

    In a climate of confidence, more time is spent on teaching than control and punishment. The teachers as well as the learners feel competent to teach and learn respectively. In contrast, a climate where there is fear results in learners feeling intimidated by the status of the teacher and they are afraid of making mistakes. It is important to listen carefully and give learners undivided attention or they will feel that they are wasting their time. If teachers listen attentively it could build confidence in the relationship between teachers and learners.

3. A climate of acceptance versus rejection

In this type of climate learners feel that they are accepted unconditionally as part of the classroom. They are aware that the teacher accepts them as they are with their abilities, short comings and character, whereas with rejection they feel alienated from what is happening in the classroom. An essential characteristic of effective teaching is to be sensitive and responsive to the individual needs of learners. Learners will respect you when they know that they have a voice in not only how they learn, but also in what they learn.

4. A climate of belonging versus alienation

In a climate of belonging, learners feel that they are part of what happens in the classroom whereas in a climate of alienation things happen whether they are present or not.

5. A climate of trust versus distrust

A climate of trust allows learners to communicate their grievances and differences, whereas where distrust reigns, learners will do the opposite.

6. A climate high versus low expectancies

In a climate of high expectancies, teachers expect learners to succeed concerning learning tasks and communicate them, whereas in a climate of low expectancies messages of failure, accusations, attributes of failure, such as low ability and lack of motivation are given to learners.

7. A climate of order versus disorder

In an ordered environment, rules are clear and known to learners. Time is utilised optimally on academic tasks and tasks are mastered efficiently in a climate of order. Where disorder reigns more time has to be spent on controlling behaviour and little teaching and learning takes place.

8. A climate of control versus frustration

In a climate of control teachers as well as learners believe that their acts and behaviour can contribute towards their future success. Where frustration reigns both the teacher and learners believe that success relies on *good luck* and the input of others – they feel frustrated and feel that their decisions do not carry any weight.

2.5   The Component of Classroom Climate

Based on Rathvon (2008, p. 77), there are some indicators related to the classroom climate.

1. Organizing a productive of classroom climate

This component focused on seating arrangement or classroom desk arrangement among students. Managing small group instruction and independent seat work was also being discussed for this aspect. Seatwork is an instructional context in which students work without direct teacher supervision on assigned task. According to Haldeman (2008, p. 23), there are three types of seating arrangement in the classroom. Those can be seen in the table 2.

Table 2

Types Of Seating Arrangements

No.	Features	Arrangements	Benefits
1.	Lecture	All chairs face the front of the classroom.	- The entire Class observes the teacher. - Note-taking is a priority. - Talking is at a minimum.
2.	Discussion	Chairs are usually in a circle or an oval.	- The entire class participates in the same activity. - Everyone is able to see and hear one another.
3.	Group	Chairs and tables are placed in groups	- Students work in groups of 2, 3, 4, or 5. - Groups are spaced apart so as not to disturb each other.

Now on a larger piece of paper representing the classroom, arrange these in at least ten different ways and suggest what kinds of activities suit certain layouts. Furthermore, Garnett (2005, p.97) claims that there are a number of possible variations shown below.

a. Horseshoe

This is also known as U shape. This arrangement allows the teacher to achieve a number of things. All the class can be seen and are looking the same way, so supporting management of the pupils. In this variation, it is better to use Head Projector or LCD due to the width of the room.

b. Circles

Move all the tables to one side of the room and place the chairs in a circle. This is an excellent layout for active and engaging activities. In this variation, the information can be shared to among students through whispering.

c. Fours

Perhaps one of the most effective ways of improving learning for boys and girls is to sit two boys and two girls in tables of four pupils. This group work situation works very well for problem-solving, investigation and 'making' activities.

d. Rows

No doubt the easiest layout to support behavior management is having the pupils facing the front in rows, though this restricts teacher access and movement around the room. It also works against incorporating problem- solving, active and enquiry-based learning situations.

1)   Establishing classroom rules and procedures

Classroom rules were important aspect in teaching and learning process. Rathvon (2008, p. 80) states that classroom rules play a critical role in creating a learning climate that promotes students engagement, cooperation, and productivity. Here are several examples of rules listed by the experts.

a. According to Kryacou (2009, p. 126), classroom rules by Kryacou's list:

1) Orderly and punctual entry into the classroom

2) No talking when the teacher talks or when a pupil is answering questions

3) Work sensibly

4) No chewing or wearing unauthorized clothing

5) No unauthorized movement or making unacceptable noise

6) Put hand up for attention.

b. Rathvon (2008, p. 84), stated that classroom rules by Rathvon's lists:

1) Be prepared for class everyday

2) Be considerate for others

3) Be on time to class

4) Do what you are asked to do the first time you asked

5) Follow directions

2)   Managing Transition

There are several transitions; (a) *in-class transition* involve changing from one activity to another within the same room, such as switching from one subject to another or moving from a whole class to a small group instructional format. (b) *room to room transitions* are involved when students move from the classroom to another part of the building, such as another classroom, the cafeteria, or the playground and (c) *Times transition* vary widely from teacher to teacher, even within the same building.

3)   Managing Small Group Instruction and Independent Seat Work

Seatwork is an instructional context in which students work without direct teacher supervision on assigned tasks. According to Rathvon (2008, p. 96), at least there were two challenges in seat work discussion. First, teachers assisting individual students or small groups must deliver instruction while simultaneously ensuring that seatwork students perform their assigned tasks and do not disrupt teacher-directed activities. Second, although seatwork is intended to enhance students' academic skills by providing additional practice opportunities, most studies have failed to confirm that typical seatwork activities improve achievement.

4)   Communicating Competently with the Students

There were two validated and highly usable interventions that focus on classroom relationship, one targeting teacher- student relationships and the other targeting student-student relationships.

This section presented strategies targeting three key teacher-student communications:

a.   Praise

1) *Specific:* using the student's name, describe the approved behavior in specific terms,

2) *Contigent:* deliver the praise as soon as possible after observing the desired beahavior,

3) *Process- oriented*: focus the praise on the students' effort and/or strategies, rather than on his or her ability or the outcome,

4) *Private:* for middle and high school students, move close to the student, obtain eye contact if possible, and deliver the praise so quietly that it is audible only to the target student.

b.   Reprimands

Research on teacher-student communication have seven dimensions that enhance reprimand effectiveness: promptness, brevity, softness, proximity, calmness, eye contact, and touch.

c.   Commands

Research on teacher-student communication and parent-childcompliance training has identified six dimensions that maximize command effectiveness: specificity, positive statements commands, a firm but calm and unemotional tone of voice, proximity, eye contact, and praise for

compliance.

5)   Teaching Prosocial Behaviors

The failure to achieve generalization may be related to the fact that the majority of social skills intervention studies have been conducted in settings outside of general education classrooms and by researchers or specially trained personnel rather than by teachers. According to Rathvon (2008, p. 118), for maximum generalization and maintenance, however, training should be delivered in natural contexts, such as classrooms and playgrounds, to encourage skill use and facilitate reinforcement opportunities arising from positive teacher and peer responses.

6)   Building Positive Relationship in the Classroom

Relationship-enhancing interventionsare especially important for students who are at risk for academic failure and conflictual teacher–student relationships, including boys, students living in poverty, students with disabilities, students from minority backgrounds, and students with problem behavior.

2.6   The Concept of Reading skill

Of the four skills, reading can be regarded as especially important because reading is assumed to be the central means for learning new information (Grabe & Stoller, 2001). According to Latha (2005, p. 18), reading is central to the learning process. Moreover, Debat (2006, p. 8) claims that reading is crucial skill for

students of English as a Second Language (ESL) and English as a Foreign Language (EFL). Similarly, Nunan (1991, p. 70) defines that reading is a dynamic process in which the text elements interact with the other factors outside the text. In the other words, reading is a process of reader in getting message from the text.

Reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving (Palani, 2012, p. 92). Ruddell (2005, p. 31) defines reading is the act of constructing meaning while transacting with text in the process of reading, the reader interacts dynamically with the text (Resolusi, 2014, p. 2). In addition, reading means the reader's ability in understanding the context of written text.

2.7   The Concept of Reading Achievement

Based on Cline, Johnson, and King (2006, p. 2), there are three definitions about reading: 1) Reading is decoding and understanding written text, 2) Reading is decoding and understanding text for particular readers purposes and 3) Reading is the process of deriving meaning from text. Reading is one of the most important language skills that could be develop inside and outside the classroom. It is also one of the most common ways to get information. Many readers can get pleasure in reading since they are able to comprehend and obtain information and content of reading text as they read. Reading can be enjoyable activity when it is carried out effectively. This can be done by providing instruction in the form of interesting games and activities. By reading, students can spend their time in good way, get new information enrich their vocabulary, and also improve their structure.

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝١ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝٣ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝٤ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝٥

"Read the name of your Lord who created . created man from clots of congealed blood. Read! Your Lord is the most Generous, who taught by pen, taught man what he did not known." (QS.Al-'Alaq/1-5)

Furthermore, Goodman (1988, p. 32) defines that reading is considered primarily as "a decoding process of reconstructing the author's intended meaning via recognizing printed letters and words, and building up a meaning for a text from the smallest textual units at the 'bottom' (letters and words) to larger and larger units at the 'top' (phrases, clauses, intersectional linkages)". The definitions above describe that reading is an active process since it bridges between prior knowledge with information in the text. When the readers fulfilled the process, it means that they are really reading.

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). Achievement is an indicator of the success in the whole of the learning process. A good or bad learning quality refers to the students' success of failure in their learning activities. Arifin (1990) states that "achievement" is an activity, a skill, and people attitude in solving something. According to Sukarta (2000) "achievement is an information about; knowledge, attitude, behavior, and skill achieved by students after taking part in teaching learning process during certain period.

Arifin (1988) states that the main functions of the achievement are as follows:

a. It is on indicator of quality and quantity of knowledge that must be mastered by the students.

b. It is a symbol of distributional desire or needs to be known

c. It is a informational matter in educational innovation

d. It is an external and internal indicator of educational instructions. It can be formed as an indicator to the students' intelegance.

Related to reading, achievement in reading refers to the result of students' understanding of a text or some texts. The need for achievement is increased when persons experience success (Brennen, 2006). In addition, if students experience success, their need for achievement will thus be strengthened. This condition also occurs in reading. Students who are experience success in reading; the need for achievement in reading will also strengthen.

Reading text can be easy or difficult, depending on the relationship between the text and knowledge and abilities of the reader. The outcomes of reading are part or the activity. The outcomes can include an increase in knowledge, a solution to some real word problem, and engagement with the text. In the other words, the outcomes are an achievement of the reader. Tylor (2008) explains that about 3 steps related with the development of reading achievement: encourage the students to think for their selves and to express opinions, help the students build an extensive vocabulary by using questions, conversations, explanation, drawing, and pictures, provide many kinds of experiences; books,

trips, activities, museum which the students can learn to understand life, people, and world.

2.8 The Relationship between Classroom Climate and Reading 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. According to Koth (2008, p. 96), the collective principles, morals, and dispositions that make-up the interactions between all individuals within the school and establish acceptable behaviors and norms for the learning community. It means that, good attention to the classroom climate will affect to the achievement in reading achievement.

Reading is one of important skill that students must be mastered. The primary goal of reading is students getting comprehension about the text that they have read. Many students faced problem in getting comprehension because they do not know the meaning of unfamiliar words. Based on the problem, students must be autonomous to find other sources and get information for their successful learning process. In short, classroom climate is needed when the students want to comprehend reading text.

2.9 Previous Related Studies

This situation is supported by Leone (2009) with the title *"The Relationship between Classroom Climate Variables and Student Achievement"* who examined the students' achievement in classroom climate. She revealed that

the students have individual needs when learning reading achievement such as meaningful interactions with their learning classroom climate. Significant negative correlations of Class Grade Average with Postings on Progress Book, Number of Assignments, and Percent of Students on an IEP were found within the course data. A significant positive correlation between Class Grade Average and Class Size was also found. Within the teacher data set, a significant negative correlation between Class Grade Average and the Percent of Students on an IEP was established. All correlation coefficients were weak and indicate limited practical significance. The researcher revealed that the students have individual needs when learning reading achievement such as meaningful interactions with their learning classroom climate.

In addition, Fleenor (2015) with title *"The Relationship Between Student Perception of Classroom Climate and TVAAS Student Achievement"* scores in title schools, research also found that The analysis of data found statistically significant relationships between student perceptions of caring and reading TVAAS gain scores among students in grades 4 and 5, student perceptions of conferring and math TVAAS gain scores among students in grades 4 and 5, as well as student perceptions of captivating and math TVAAS gain scores among students in grades 4 through 8. The study did not reveal statistically significant relationships between student perceptions of challenging, clarifying, consolidating, or controlling and reading or math TVAAS gain scores. The school required their students to use English everyday especially in reading comprehension either in or out of the classroom with the hope that these excellent

reading comprehension needed for their future education. Therefore, it is most importance to find the correlation between students' classroom climate and Reading achievement, and to identify the best predictor of their reading achievement.

In this research, the researcher is interested in investigating the correlation between classroom climate and their reading achievement. A study done by Mucherarh, Finch, & Smith (2014), *"Exploring the Relationship between Classroom Climate, Reading Motivation, and Achievement: A Look Into 7 Grade Classrooms"*, found that reading development is impacted by a wide variety of factors, including both those specific to the student, most particularly the motivation to read, as well as external factors such as the climate of the reading classroom.

Another researcher by Frank and Rosen (2001), with the *Title "On the Importance of a Safe School and Classroom Climate for Student Achievement in Reading Literacy",* found that a series of theoretically based two-level structural equation models was fitted to the observed indicators of school and classroom climate, and acceptable fit were found for a model with two latent constructs of safety at each level. Significant and positive relationships with reading achievement were found at both the individual level and the classroom/school level. These results indicate that security plays an important role in explaining differences in reading achievement both within and between classes.

Besides that, another study done by Surham (2014), with the Title *"The Correlation between Classroom Climate and Students' Achievement at MAN 1*

Pekanbaru", result indicated a classroom climate there was very good. It can be seen from seating arrangements, procedures and regulations, and managing transitions. Unfortunately, some of students did not achieve the passing grade (KKM).

2.10   Hypotheses

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

1. *H_0*: there is no correlation between classroom climates and their students' reading achievement.

   H_1: there is a correlation between classroom climates and their students' reading achievement.

2. *H_0*: there is no influence of classroom climates and their students' reading achievement.

   H_1: there is an influence of classroom climates and their students' reading achievement.

2.11   Criteria of Hypotheses Testing

To test the hypotheses above, the researcher uses these criterions by Cohen, Manion, and Marrison (2007, p. 519), Cresswell (2012, p.188-189), and Fraenkel, Wallen, and Hyun (2012, p. 228-232) as follow:

1. If *p*-value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_1 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_1 is accepted.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) method of the study, (2) variables of the study, (3) operational definitions, (4) subject of the study, (5) data collection, (6) validity and reliability, and (7) data analysis.

3.1 Method of the Study

In conducting this study, the researcher applied correlational research method. Specifically, this study investigated whether or not there are significant correlations between classroom climate as well as each scale of the students' reading achievement, and whether students classroom climate is influence their student's reading achievement of the eighth grade students of SMP Negeri 3 Palembang. And the procedure was used that, first; the researcher identifies of classroom climate by using questionnaire. Second, by using TOEFL Junior test, the students' reading achievement was obtained. The next step was used the researcher finds the correlation between variables through SPSS version 21 based on the results of the questionnaire and TOEFL Junior test, and the influence predictor of the variable(s). Last, explanation and interpretation of the results were discussed. The model of the relationship between two variables can be described as follows: **FIGURE 1**

(Research Design)
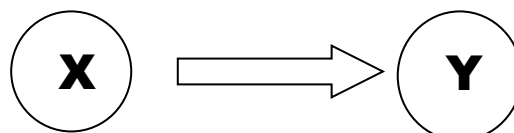
X : Classroom Climate

Y : Reading Achievement

3.2 Variables of the Study

Fraenkel and Wallen (2012) defines that there are three kinds of research variables. They are *dependent variable and independent variable*. The independent variable is presumed to affect is called dependent variable. In commonsense terms, the dependent variable "depends on" what the independent variable does to it, how it affects it. Also, independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. The last moderator variable is a special type of independent variable. In addition, it is possible to investigate more than one dependent and independent variable in a study. In addition, in this study the researcher was used eighth grade students' of classroom climate at SMP Negeri 3 Palembang as the independent variable, while their reading achievement as dependent variable.

3.3 Operational Definition

In order to avoid ambiguity and misunderstanding of this research, it is necessary to define operationally the terms used in this research as follows:

First, the word *Correlation* means a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to vary consistently. In this research, there are two variables were correlated which are classroom climate and their reading achievement.

Second, the word *Classroom climate* refers to thing the place that students spend most of their time during the study process. It can be a small society that

including teacher and students in it, and usually they can master all the ability by learn many skills.

Third, *Reading* is a process or activity of deriving meaning from a text. Reading comprehension means when student read a text, she/he should comprehend the explicit and the implicit meaning of the text.

Fourth, the word *Reading achievement* refers to thing the competency in reading subject which is achieved by the students. The test will use TOEFL Junior test for the eighth grade students. The test will be given to the students and the result will be used to determine the students' Reading achievement.

3.4 Subject of the Study

3.4.1   Population

Population is a group of individuals who have the same characteristics. A group of individuals (or a group of organizations) with some common defining characteristics that the researcher can identify and study is called target population (Creswell, 2005, p. 142). Furthermore, according to Fraenkel (2012), the larger group to which one hopes to apply the results is called the population. The populations of this study are all of eighth grade students of SMP Negeri 3 Palembang in academic year 2016-2017. The total number of the student is 286 students. The number of population is showed in table.

Table 3
Distribution of Population

No.	Class	Gender		Total
		Male	Female	
1	VIII.1	21	17	38
2	VIII.2	21	17	38
3	VIII.3	21	17	38
4	VIII.4	22	17	39
5	VIII.5	22	17	39
6	VIII.6	22	16	38
7	VIII.UA	17	10	27
8	VIII.UB	9	21	30
Total		154	132	286

(Source: SMP Negeri 3 Palembang in academic year 2016/2017)

The reasons why the researcher would like to do this study in SMP Negeri 3 Palembang because SMP Negeri 3 Palembang is one of the best and favourite school in Palembang, especially in Ilir Timur 1 area. The researcher got some information that the students there already known about TOEFL especially for Unggulan eighth grade because before they go to the eighth grade, they are also given TOEFL Junior test and most of the unggulan class already join the non-formal English course. Further, the researcher chooses this school to be the research because one of the instruments were used TOEFL test.

3.4.2 Sample

According to Cresswell (2012, p. 142), sample is subgroup of the target population that the researcher plans to study for generalizing about the target population. Related to Fraenkel (2012) states that sample is one of the most important steps in the research process is the selection of the sample of individual who was participated (observed or questioned) which refers to the process of selecting these individuals. Trochim (2006) states that sampling is the process of selecting units (e.g. People, organizations) from a population of interest so that by studying the sample we may fairly generalize our result back to the population from which they are chosen.

The sample of this study was used convenience sampling method. When it is extremely difficult or impossible to select either a random or systematic non-random sampling, a convenient sampling (a group of individuals who conveniently are available for study). Traditionally, experimental researchers have used convenience sampling to select study participants. However, as research methods have become more rigorous, and the problems with generalizing from a convenience sample to the larger population have become more apparent, experimental researchers are increasingly turning to random sampling. In this study, 57 students of Unggulan the eighth grade students of SMP Negeri 3 Palembang was involved as the sample of the study, meanwhile the sample already taken is considered from their equal background knowledge, that is all of

students of unggulan class of SMP Negeri 3 Palembang. The sample of the study is as follows:

Table 4
Sample of the study

No	Class	Gender		Total
		Female	Male	
1	VIII Unggulan (U.A)	10	17	27
2	VIII Unggulan (U.B)	21	9	30
Total		31	26	57

(Source: SMP Negeri 3 Palembang in academic 2016/2017)

3.5 Data Collection

In this study, the researcher used two kinds of instrument used to collect the data; questionnaire, and test.

3.5.1 Questionnaire

In this study, the researcher used ready-made questionnaire namely Constructivist Learning Environment Survey (CLES), questionnaire adapted by Taylor and Fraser (1991). The questionnaire consists 30 items. Theses 30 items are divided into five groups of statements.

Table 5
Specification of the Constructivist Learning Environment Survey (CLES)

Questionnaire

Scale	Items	Number of Item
Personal Relevance (Pr)	1,2,3,4,5,6	6
Uncertainty of Science (Us)	7,8,9,10,11,12	6
Critical Voice (Cv)	13,14,15,16,17,18	6
Shared Control (Sc)	19,20,21,22,23,24	6
Students Negotiation (Sn)	25,26,27,28,29,30	6
Total		**30**

(Source: Taylor & Fraser,1991)

3.5.2 Reading Test

The test consists of 42 multiple choice questions which the students must answer it individually. These questions included reading comprehension. In this study the researcher allocated 50 minutes for answering the test. The purpose of the test is to measure the students reading achievement. For reading achievement score, the researcher used scoring system from formula that usually used by the teacher in the school especially in SMP Negeri 3 Palembang.

3.6 Data Instrument Analysis

There two data instrument analysis, test validity and test reliability. According to Johnson and Christensen (2012), questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study. Furthermore, Harris (1974) states that reliability refers to the stability of test scores. Beside that, Fraenkel, et. al. (2012, p. 331) state reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.

3.6.1   Test Validity

In collecting the data in this research, the data were taken from the questionnaires of the classroom climate. The researcher was used a ready-made questionnaire namely Constructivist Learning Environment Survey (CLES) has been validated by Nik, Fraser and Ledbetter (2003).The questionnaire consists 30 items. Theses 30 items are divided into five groups of statements. There are Personal Relevance (PR), Uncertainly of Science (US), Critical Voice (CV), Shared Control (SC), and Student Negotiation (SN). The test is standardized, so it does not need to be tried out.

3.6.2   Test Reliability

The reliability of the questionnaire was measured by Cronbach Coefficient Alpha was 0.74 to 0.85. In line, TOEFL reading test will be used to measure students' reading comprehension achievement. The

reliability coefficients of the four TOEFL Junior Standard test scores, in the group of all test takers, are estimated to be as follows:

Table 5
Reliability of TOEFL Junior Standard Test

Reliability Estimates of TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

(Source: TOEFL Junior Handbook, 2015, p. 29)

3.7 Data Analysis

In this study, the writer used three to analyze the data, instrument analysis, prerequisite analysis, and reading achievement analysis.

3.7.1   Instrument Analysis

3.7.1.1   Questionnaire Analysis

The data from questionnaire were analyzed, the minimum score of each statement was 1 and maximum score was 5. The lowest total score of each CLES scale was 5 and the highest total score was 30 while the lowest total score of allthe five scales was 30 and the highest was 150, and then to determine the students' classroom climate by observing the mostly checked item "almost always" column. For instance, a student checks three 'almost

always' in student personal relevance items, it shows that the students' perception of classroom climate is the personal relevance one. However, there were used a possibility for one student to have more than one specific perception if the highest score in one perception is the same as the other scales of perceptions. The results were classified for analyzing the frequency and percentage of each perception of classroom climate.

3.7.1.2 Reading Achievement Analysis

Next, the students' reading achievement test was analyzed manually by using scoring system. The reading test consists of 42 items in the form of multiple choices. It means if all of the questions can be answered correctly, the score will be 100. But if all the questions are answered incorrectly, the score will be 0.

3.7.1.3 Correlation Analysis

According to Creswell (2012, p. 619), correlation design is procedures in a quantitative research in which investigators measures the degree of association (or relationship) between two or more variables using the statistical procedure of correlation analysis.

In the last place, Pearson Product Moment Correlation Coefficient is also apply for investigate the correlation between each type of the students' perception and their reading achievement. The Statistical Package for Social and Science (SPSS) version 21.00 computer program was employed to find out the correlation between

classroom climate and students' reading achievement Pearson – Product Moment Correlation Coefficient will be used. To answer the reasons why the correlation may occur between the two variables, descriptive analysis were used.

In finding the correlation between the variables of the study, Pearson Product Moment Coefficient was used. Then, the significance of the correlation coefficient was determined by comparing the data of the coefficient r data in the level of significance of five 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 significantly positive. Then, if the result got negative r value, there might be a significant negative correlation.

3.7.1.4 Multiple Regression Analysis

Stepwise Multiple Regression analysis was used to examine whether or not the students' perception of classroom climate or each type of the perceptions influenced their reading achievement. If there is an influence, further analysis would reveal the best predictor of reading achievement related to students' perception of classroom climate. Afterwards, to answer the reasons why the correlation and influence among variable might occur, the results are subsequently interpreted. To answer the second question, which areas of classroom

climate as the best predictor of reading achievement multiple regression analysis was used.

3.7.2 Pre-requesite Analysis

Prerequisite analysis was an analysis which is done before testing the research hypotheses. It measured whether or not they obtained data from students' classroom climate and reading achievement was linear and normal.

3.7.2.1 Linearity Test

For linear test, deviation of linearity was obtained. If probability score is more than 0.05, the two variables are linear. The data was checked by using *One Way ANOVA Statistic* because the respondents are less from 100, and then put into some categories in each variable. Minimum standard of linearity test is 0.05.

3.7.2.2 Normality Test

Normality test was used to find out whether the disribution of the data is normal or not. The data was checked by using *One Sample Kolmogorov Smirnov Test* in SPSS. The probability value for the normality test of the data is 0.05. The variables are normal if it :

a. H_o is accepted if the sig is lower than 0.05, it means the data is not normal.

b. H_1 is accepted if the sig is higher than 0.05, it means the data is normal.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) research findings, (2) statistical analysis, and (3) interpretations.

4.1 Research Findings

There were two kinds of research findings in this study; (1) the result of students' classroom climate, (2) the result of students' reading achievement, (3) normality test and linearity test, and (4) correlation between students' classroom climate and reading achievement.

4.1.1 Results of Students' Classroom Climate

The total numbers of active students in the eighth grade students of SMP Negeri 3 Palembang were 57 students. 57 students participated in this study, and there was no student absent when conducting this study. The 30 items of constructivist learning environment survey (CLES) were used to investigate the participants' classroom climate. The CLES questionnaire used likert scale 1-5. In answering the statement in the questionnaire, the students choose number 1-5. (1) Almost never, (2) seldom, (3) sometimes, (4) often, and (5) almost always. The students chose 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 then summed up. The highest score is 150 and the lowest score is 30. Second, to know the students average of using classroom climate, 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 CLES was revealed. The average for each of the CLES indicates which scale of the students tends to use most frequently. Third, to know the overall average of the students CLES, all the SUMS of different parts of CLES would be divided. Overall, the average of the students described the students' frequency in using classroom climate. The highest frequency level is 5.0 and the lowest is 1.0.

The descriptive statistical analysis of CLES for the participants is shown below. The maximum score is 138, and the lowest score is 75. The mean of the classroom climate scores for the participants is 99.46 and the standard deviation is 12.093.

Table 6
Descriptive Analysis of Classroom Climate

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom_Climate	57	75	138	99.46	12.093
Valid N (listwise)	57				

It was revealed that from the questionnaire, the five scales of classroom climate were all perceived by the students with different numbers. The details are as follow:

Table 7
Distribution of Classroom Climate

Category	Frequency	Percentage
Personal Relevance (PR)	10	29,4 %
Uncertainty of Science (US)	3	8,8 %
Critical Voice (CV)	9	26,4 %
Shared Control (SC)	1	2,9 %
Student Negotiation (SN)	11	32,3 %
Total	34	100 %

4.1.2 Result of Reading Achievement

The descriptive statistic analysis of reading achievement for the participants is shown below. The maximum score is 95, and the lowest score is 19. The mean of the reading achievement scores for the participants is 85.96 and the standard deviation is 11.381. This mean score indicates that the level of reading achievement of participants is good.

Table 8
Descriptive Statistics of Reading Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Achievement	57	19	95	85.96	11.381
Valid N (listwise)	57				

The distribution of reading achievement is presented in the following table:

Table 9

Distribution of Reading Achievement

Interval	Students	Category	Percentage
86 – 100	41	Very Good	71,9 %
70 – 85	13	Good	22,8 %
60 – 69	2	Average	3,5 %
56 – 59	-	Poor	-
0 – 55	1	Very Poor	1,7 %
Total	57		100 %

4.2 Statistical Analysis

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity.

2. The statistical analysis of correlation analysis between students' classroom climate and reading achievement in all participants.

3. The statistical analysis of regression analysis between students' classroom climate and reading achievement in all participants.

4.2.1 Normality test

Normality test and linearity test were conducted prior to data analysis through SPSS 16th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p> 0.05$. If $p< 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .873 for classroom climate and .008 for reading achievement.

Table 10
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Classroom_Climate	Reading_Achievement
N		57	57
Normal Parameters[a]	Mean	99.46	85.96
	Std. Deviation	12.093	11.381
Most Extreme Differences	Absolute	.079	.221
	Positive	.079	.214
	Negative	-.069	-.221
Kolmogorov-Smirnov Z		.593	1.665
Asymp. Sig. (2-tailed)		.873	.008
a. Test distribution is Normal.			

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 2
Distribution of Classroom Climate Data
Normal Q-Q Plot of Classroom Climate

Normal Q-Q Plot of Classroom_Climate
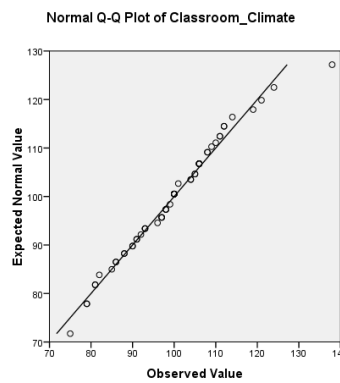
Figure 3
Distribution of Reading Achievement Data
Normal Q-Q Plot of Reading Achievement

Normal Q-Q Plot of Reading_Achievement
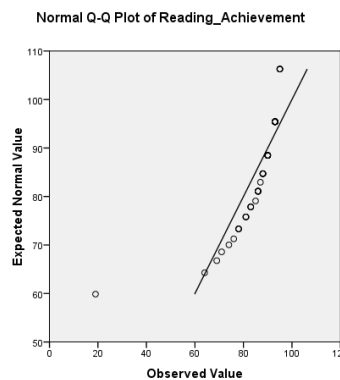
4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between classroom climate and reading achievement was .453. To sum up all the data were linear for each correlation and regression.

Table 11
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Classroom_Climate * Reading_Achievement	Between Groups	(Combined)	2301.668	15	153.445	1.068	.413
		Linearity	249.724	1	249.724	1.739	.195
		Deviation from Linearity	2051.944	14	146.567	1.021	.453
	Within Groups		5888.472	41	143.621		
	Total		8190.140	56			

4.3 Correlation between Classroom Climate and Reading Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and TOEFL Reading test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between classroom climate and reading achievement. The correlation coefficient or the r-obtained (.175) was lower than r-table (0.2609). Then the level of probability ($p)$ significance (sig.2-tailed) was .194. It means that p (.194) was higher than .05. Thus, there was no significant correlation between the students' classroom climate and reading achievement.

Table 12
Correlation between Classroom Climate and Reading Achievement

Correlations

		Classroom_Climate	Reading_Achievement
Classroom_Climate	Pearson Correlation	1	.175
	Sig. (2-tailed)		.194
	N	57	57
Reading_Achievement	Pearson Correlation	.175	1
	Sig. (2-tailed)	.194	
	N	57	57

Because there was no significant correlation between two variables, it means that classroom climate did not influence students' Reading achievement. It is not necessary to do regression analysis because H_1 was rejected.

4.4. Interpretation

In order to strengthen the value of this study the interpretations were made based on the result of data analysis. First of all, the aims of this study were to find out: (1) the correlation between classroom climate and reading achievement, and (2) the influence of classroom climate over their reading achievement. According to the findings, there was no significant correlation between classroom climate and reading achievement of the eighth grade students of SMP Negeri 3 Palembang. Also, there was no significant influence of classroom climate on reading achievement of the eighth grade students of SMP Negeri 3 Palembang.

First, the students' classroom climate was negatively correlated with the students' reading achievement and it was significant. Nonetheless, classroom is an important place in the operation of a school. According to Wilson (2009, p. 1), students who participate in extracuricular 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. But many students are not engaged. Some of them do not believe their school experience has much bearing on their future, and they do not feel accepted by their classmates or teachers (Willms, 2003 p. 3). From elementary school until university students, most of their time 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 Gedamu and Siyawik (2014, p. 187), the elements of classroom climate are complex ranging from the degree to which students are friendly andd helpful towards each other, competitive/cooperative among them, feel the works in class are challenging, involve and participate in class activities and discussions, get teacher support, and enjoying a class. Teaching method which teachers uses and the type of classroom climate 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 (Arifi & Shatri 2015, p. 4). This article describes a number of methods to help teachers plan for create a

classroom that welcomes and supports all children. Inclusive education occurs when there is on-going advocacy, planning, support and commitment.

For senior high school students, having a safe and pleasant environment in learning process can help the students easier to understand the materials and get so much information plus experience in it because they feel enjoy and always ready to study. It is supported by Mohammadyfar (2014, p.33), teachers' support and students' participation in class can create a vavorable athmosphere in class ; and increase students' satisfaction and fulfillment and it will imrpove an achievement performance. Without proactive prevention methods and competent behavioral control and classroom management, effective content area instruction cannot occur. Here, having a safe classroom climate will improve students' learning achievement.

The result can happen because some factors in each side of the variables. In this study, the writer focused on classroom climate and reading achievement. Based on the informal interview to the eighth grade students of SMP Negeri 3 Palembang, it was found that the students have no difficulties when they learning English proficiency because it can be seen from their final score in English achievement test. Mostly, some of students could not motivate themselves about learning achievement even the teacher always help them when they have some problems with the work in and out the class. It in line with Willis (2007) that most educators do not enter teaching with the expectation that they will be working with consistently well-behaved, enthusiastic, successful learners who enjoy sitting quietly in rows listening to teachers learning at them.

Based on findings, in the term of higher scale that students chose was about 11 students with 32,3 % results were student negotiation. It means that most of them were expressing their own ideas in class was to create an empathetic and safe environment that encouraged students to disclose and discuss their feelings. Next, in the term of lower scale that students chose was 1 student with 2,9 % result was shared control, it means that students perceived that they shared control with other students in their learning activities. Related to Taylor, Fraser, & Fisher (1997, p. 120) suggest that several scales, such as personal relevance, shared control, critical voice, student negotiation and uncertainty, but here the writer only focus with student negotiation and shared control are represented the key dimensions of critical constructivism.

In relation to their English achievement, in the term of score level that students got based on the result were divided into two, the first about very good level based on the findings 41 students with 71,9 % result got in very good level. It means that they could understand all the sections correctly, and they could comprehend well words by words, other in reading comprehension they could understand how to find the main idea, also they could understand how to translate it in their mind all the available passages. Next was about the very poor level, the writer found only 1 students with 1,7 % got very poor level. Related to Omheni and Kacem (2016), many students face difficulties in reading because of their poor ability of text comprehension. An individual's ability to comprehend text means his capacity to read text, process it and understand its meaning.

It means that for the students who got poor and very poor level should increase their reading achievement because they were lack of vocabulary, sometimes it was hard for them to analyze all the questions correctly, and also some of them could not concentrate well when learning or answering the questions in reading achievement. It was relevant to the statement of Ahmet (2009), that the ability to read comprehensively is tried to teach a learner during his/her education life. This effects the learner's learning during his/her life. In short, it suggested for teachers to manage the classroom environment of students in improving the students' achievements in reading. It is very clear that teachers' way of thinking and beliefs guide his/her behaviour in decision making both inside and outside the classroom (Odiri 2015, p. 15). Nonetheless, the positive attitude will be influenced by teacher because teachers' behaviors in the classroom are very important to the success of teaching and learning process. To improve students with very poor score, the teacher is the crucial think such the way they delivered the lesson or the way responding the students are the most important think in it.

The result can also happen since classroom climate was not only one factor that affected reading achievement. The result not only occurred because classroom climate scales are not only one factor that affecting the students' reading achievement, but also since it was not the most dominant factor affecting the students' reading achievement. The researcher assumed that there were some factors affecting students' reading achievement. According to Geske and Ozola (2008, p. 72), there are some factors that influence students reading achievement;

social- economic factors of student's family, collaboration of a student and his/her family, student's reading out of school and student's reading at school, the most dominant factor in this study was about student's reading out of school so that's why in this study the classroom climate was not dominant factor because when the students and the teacher of English had been interview in this study the researcher saw most of the students have low student's reading out of school during the test and interview and also some of them said that they almost never read the book, magazine, newspaper and so on out of the school, the teacher help when the learning and teaching process passed off.

This statement is supported by Anderson, Fielding, and Wilson (1988, p. 3). They state that much less is known about the influence of how children apend their time out of school, but it would be topicto suppose that it is unimportant. Nevertheless, Fitriah (2009, p. 8-11) stated there are factors that influence the achievement especially for English especially in reading, they are intelligence, motivation, physical conditions, and also environment condition. So, intelligence in students reading out of school was one factor that could affect their reading achievement besides classroom climate.

The result of this present study is similar to the study of Petrie (2014) indicated that there was a significant negative relationship between school climate and students' bullying. He analyzed statistical correlation. He found that there was a significant negative relationship between school climate and students' bullying. Akanbi (2014). They indicated that there was negative relationship between classroom climate and academic performance among female students in Asa

Local Government Area, Kwara State. They analyzed statistical correlation. First, they found that there was no significant realtionship between classroom climate and academic performance. Other researchers also found that classroom climate had no correlation with other variables. The present research study did not support that the classroom climate influences the academic achievement i.e. learning of the students. Generally, young children need care and support of teachers more than the adolescents. This may be the reason that teacher could employ the maximum participation of female students individually or collaboratively. Teachers could strive to create a conducive classroom climate to help female students attain academic succes.

This finding was inconsistent with the result of Mucherah, Finch, and Smith (2014). They found that there was significant relationship between classroom climate and reading motivation achievement. The result showed that there was positive significant relationship between classroom climate and reading motivation achievement. Furthermore, another researcher by Frank and Rosen (2005) found that there was a significant and positive relationship between safe school and classroom climate for student achievement in reading literacy. Consequently, in this study that found there was a significant and positive relationship between safe school and classroom climate for student achievement in reading literacy. It showed that the better students possessed good classroom climate, the better result of students' reading achievement was gained. It means that students' classroom climate could give an impact toward students' reading achievement. It in line with Pat (2012) that many classroom climate on learning

studies indicated 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.

In short, this study failed in investigating the correlation and influence between classroom climate and reading achievement of the eighth grade students of SMP Negeri 3 Palembang. However, classroom climate was not significant correlated with reading achievement but from the result of this study showed that almost of the eighth grade students of SMP Negeri 3 Palembang sometimes used student negotiation and personal relevance scales, that was the most dominant scales that they used in classroom climate. Furthermore, classroom climate is also applicable for another variable such as academic achievement; it means that there is possibility that classroom climate correlate with others variable.

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

5.1. Conclusion

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

There was no significant correlation between classroom climate and reading achievement. The correlation coefficient or the r-obtained (.175) was lower than r-table (0.2609). Then the level of probability (p) significance (sig.2-tailed) was .194. It means that p (.194) was higher than 0.05. It means that the higher classroom climate is, the higher reading achievement will be. On the contrary, the lower classroom climate is, the lower reading achievement will be. The findings showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected.

Based on the findings, it can be concluded that the students' classroom climate does not give dominant effect through reading achievement. In this case, the other factors would give more dominant effect through it. It can be assumed that the higher this classroom climate possessed by the students, the better the result of reading achievement, and it means that the students who have good understanding and use their classroom climate effectively will have good

achievement in reading and the students with bad understanding and using their classroom climate ineffectively will have bad achievement in reading.

5.2. Suggestions

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

The result of this study stated the importance of classroom climate as one factor that has no influence in improving students' achievements especially in reading. First, for the students, this study can help students to know about the importance of their interaction and participation among themselves and teachers, and also for their motivation in learning English especially reading skill.

Second, teacher as the main role who manages the class should make a kind of classroom climate to increase the students' shared control, students' uncertainty of science, and students' critical voice. The teacher should give the time limit clearly so that when the students do the tasks can finish it in time in order to improve the task orientation of the students. In learning activities, teacher can participate by supporting and helping the students equally and actively. Equal treatment and same encouragement might be provided to all students by assigning equal level class work. Classroom climate which can promote the five aspects, they are personal relevance, uncertainty of science, critical voice, shared control, and student negotiation, will be a positive classroom climate for the students. It is recommended that teachers of English inform and advise that studying English especially reading skill 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 climate. Since the student negotiation had higher contribution than the other scales of students perception of classroom climate, the teacher should expressing the students own ideas in class was to create an empathetic and safe environment that encouraged students to disclose and discuss their feelings. However, the findings of this study could not be generalized to the overall students in Indonesia because the sample of this study was limited only at one school.

The third, for future researchers who have interest on this subject, students' classroom climate 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' reading achievement. For further studies, the writer also gives some suggestions as the followings: 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 than 20 students in a class. So, the next researcher can make general conclusion since this study only included eighth 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 but also an observation. The third, researcher should consider experimental study to see the effect of giving treatments for students. The last, further study should take the students' final test scores or make the test by the researcher.

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Name : _____   Class : _____

Constructivist Learning Environment Survey (CLES)

Adapted from Taylor & Fraser (1991)

Directions :

This questionnaire contains statements about practices that take in this class. You will be asked how often each practice takes place. There are no 'right' or 'wrong' answers. Your opinion is what is wanted.

Read the statements below very carefully, and think about how well each statement describes what this class is like for you.

Tick (√) Number:

1.	If the practice takes place	**Almost Never**
2.	If the practice takes place	**Seldom**
3.	If the practice takes place	**Sometimes**
4.	If the practice takes place	**Often**
5.	If the practice takes place	**Almost Always**

Be sure to give an answer for all statements. If you change your mind about an answer, just cross it out and circle another.

Some statements in this questionnaire are fairly similar to other statements. Don't worry about this. Simply give your opinion about all statements. Ask the researcher if you have some question.

Statements	Response				
	1	2	3	4	5
1. I learn about the world outside of school.					
2. My new learning starts with problems about the world outside of school.					
3. I learn how science can be part of my out-of-school life					
4. I get a better understanding of the world outside of school.					
5. I learn interesting things about the world outside of school.					
6. What I learn has nothing to do with my out-of-school life.					

Tick (√) Number:
1. If the practice takes place **Almost Never**
2. If the practice takes place **Seldom**
3. If the practice takes place **Sometimes**
4. If the practice takes place **Often**
5. If the practice takes place **Almost Always**

	1	2	3	4	5
7. I learn that science cannot provide perfect answers to problems.					
8. I learn that science has changed over time.					
9. I learn that science is influenced by people's values and opinions.					
10. I learn about the different scienes used by people in other cultures.					
11. I learn that modern science is differeny from the sciences of long ago.					
12. I learn that science is about creating theories.					
13. It's OK for me to ask the teacher 'why do i have to learn this?'					
14. It's OK for me to question the way I'm being taught.					
15. It's OK for me to complain about teaching activities that are confusing.					
16. It's OK for me to complain about anything that prevents me form learning.					
17. It's OK for me to express my opinion.					
18. It's OK for me to speak up for my rights.					
19. I help the teacher to plan what I'm going to learn.					
20. I help the teacher to decide how well I am learning.					
21. I help the teacher to decide which activities are best for me.					
22. I help the teacher to decide how much time I spend on learning activities.					
23. I help the teacher to decide which activities I do.					
24. I help the teacher to assess my learning.					
25. I get the chance to talk to other students.					
26. I talk with other students about how to solve problems.					
27. I explain my understandings to other students.					
28. I ask other students to explain their thoughts.					

Tick (√) Number:

1.   If the practice takes place   **Almost Never**
2.   If the practice takes place   **Seldom**
3.   If the practice takes place   **Sometimes**
4.   If the practice takes place   **Often**
5.   If the practice takes place   **Almost Always**

	1	2	3	4	5
29. Other students ask me to explain my ideas.					
30. Other students explain their ideas to me.					

Thank you so much for your kindness and cooperation.

APPENDICES

DOCUMENTS

APPENDIX B

APPENDIX D

APPENDIX F

APPENDIX L

APPENDIX M

APPENDIX N

Descriptive Analysis of Classroom Climate

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom_Climate	57	75	138	99.46	12.093
Valid N (listwise)	57				

It was revealed that from the questionnaire, the five scales of classroom climate were all perceived by the students with different numbers. The details are as follow:

Distribution of Classroom Climate

Category	Frequency	Percentage
Personal Relevance (PR)	10	29,4 %
Uncertainty of Science (US)	3	8,8 %
Critical Voice (CV)	9	26,4 %
Shared Control (SC)	1	2,9 %
Student Negotiation (SN)	11	32,3 %
Total	34	100 %

Descriptive Statistics of Reading Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Achievement	57	19	95	85.96	11.381
Valid N (listwise)	57				

The distribution of reading achievement is presented in the following table:

Distribution of Reading Achievement

Interval	Students	Category	Percentage
86 – 100	41	Very Good	71,9 %
70 – 85	13	Good	22,8 %
60 – 69	2	Average	3,5 %
56 – 59	-	Poor	-
0 – 55	1	Very Poor	1,7 %
Total	57		100 %

TRANSLATION

Nama: _____ Kelas: _____

Lingkungan Belajar Survey konstruktivis (CLES)
Diadaptasi dari Taylor & Fraser (1991)

Petunjuk:

Kuesioner ini berisi pernyataan tentang kejadian yang ada di kelas ini. Anda akan diminta untuk menjawab seberapa sering setiap kejadian itu berlangsung. Tidak ada jawaban yang 'benar' atau 'salah'. Pendapat Anda adalah apa yang peneliti butuhkan. Bacalah pernyataan di bawah ini sangat teliti, dan pikirkan seberapa baik setiap pernyataan dibawah ini yang menggambarkan kejadian apa saja yang ada dikelas.

Beri tanda *tick* (√) pada Angka:

1: Hampir Tidak Pernah

2: Jarang

3: Kadang-Kadang

4: Sering

5:Hampir Selalu

Pastikan untuk memberikan jawaban untuk semua pernyataan. Jika anda berubah pikiran dengan jawaban anda, hanya silang dan beri tanda (√). Beberapa pernyataan dalam angka ini hampir mirip dengan pernyataan lainnya. Jangan khawatir akan hal ini. Cukup memberikan pendapat anda tentang semua pernyataan. Tanyakan peneliti jika anda memiliki beberapa pertanyaan.

Pernyataan	Tanggapan				
	1	**2**	**3**	**4**	**5**
1. Saya belajar tentang dunia di luar sekolah.					
2. Saya mempelajari hal-hal yang baru melalui masalah-masalah yang terjadi didunia ini diluar sekolah.					
3. Saya mempelajari ilmu merupakan bagian dari kehidupan diluar sekolah.					
4. Saya mendapatkan pemahaman yang lebih baik dari dunia luar sekolah.					

Beri tanda *tick* (√) pada Angka:

1: Hampir Tidak Pernah

2: Jarang

3: Kadang-Kadang

4: Sering

5:Hampir Selalu

	1	2	3	4	5
5. Saya belajar hal-hal menarik tentang dunia di luar sekolah.					
6. Apa yang saya pelajari tidak ada kaitannya dengan kehidupan saya diluar sekolah.					
7. Saya belajar bahwa ilmu pengetahuan tidak dapat memberikan jawaban yang sempurna untuk masalah.					
8. Saya belajar bahwa ilmu pengetahuan telah berubah dari waktu ke waktu.					
9. Saya belajar bahwa ilmu pengetahuan dipengaruhi oleh nilai-nilai dan pendapat orang.					
10. Saya belajar tentang ilmu yang digunakan oleh orang-orang di budaya lain.					
11. Saya belajar bahwa ilmu pengetahuan modern berbeda dari ilmu-ilmu lama.					
12. Saya belajar bahwa ilmu pengetahuan adalah tentang menciptakan teori.					
13. Tidak masalah bagi saya untuk bertanya pada guru mengapa saya harus belajar sesuatu					
14. Tidak masalah bagi saya untuk mempertanyakan cara saya diajarkan.					
15. Tidak masalah bagi saya untuk mengeluh tentang kegiatan mengajar yang membingungkan.					
16. Tidak masalah bagi saya untuk mengeluh tentang apa pun yang mencegah saya untuk belajar.					

Beri tanda *tick* (√) pada Angka:

1: Hampir Tidak Pernah

2: Jarang

3: Kadang-Kadang

4: Sering

5:Hampir Selalu

	1	2	3	4	5
17. Tidak masalah bagi saya untuk mengekspresikan pendapat saya					
18. Tidak masalah bagi saya untuk berbicara untuk hak-hak saya.					
19. Saya membantu guru untuk merencanakan apa yang akan saya belajar.					
20. Saya membantu guru untuk memutuskan seberapa baik saya belajar					
21. Saya membantu guru untuk memutuskan kegiatan yang terbaik bagi saya.					
22. Saya membantu guru untuk memutuskan berapa banyak waktu yang saya habiskan di kegiatan belajar.					
23. Saya membantu guru untuk memutuskan kegiatan yang akan saya lakukan.					
24. Saya membantu guru untuk menilai belajar saya.					
25. Saya mendapatkan kesempatan untuk berbicara dengan siswa lain.					
26. Saya berbicara dengan siswa lain tentang bagaimana untuk memecahkan masalah.					
27. Saya menjelaskan pemahaman saya kepada siswa lainnya.					
28. Saya meminta siswa lain untuk menjelaskan pikiran mereka.					
29. Siswa lain meminta saya untuk menjelaskan ide-ide saya.					
30. Siswa lain menjelaskan ide-ide mereka kepada saya.					

Terima kasih banyak untuk kebaikan dan kerjasama.

APPENDIX C

The score of Reading Achievement can be seen below:

Number of the Correct Answers	The Scaled Score
42	100
41	98
40	95
39	93
38	90
37	88
36	86
35	83
34	81
33	78
32	76
31	74
30	71
29	69
28	66
27	64
36	62
25	60
24	57
23	55
22	52
21	50
20	48
19	45
18	43
17	40
16	38
15	36
14	33
13	31
12	29
11	26
10	24

students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	SUM
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S 10	4	4	4	3	4	1	1	2	2	3	2	2	5	5	5	5	4	4	4	4	4	4	4	4	5	5	4	5	4	4	111
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S 12	5	3	4	3	5	2	2	1	3	3	4	3	4	3	3	4	5	4	2	3	3	4	4	1	5	5	3	2	3	4	100
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S 14	4	3	2	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	4	2	2	2	3	3	3	3	3	3	86
S 15	4	5	5	4	4	2	3	4	2	3	4	3	4	3	2	3	4	5	2	2	3	2	1	1	5	4	3	2	4	4	97
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S 18	4	5	3	4	4	2	2	3	2	4	3	5	2	1	2	4	4	4	2	3	2	2	3	4	4	3	4	3	4	4	96
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S 22	5	5	5	4	5	3	2	4	4	3	4	4	3	3	4	4	4	5	3	3	3	4	4	3	5	5	5	5	4	4	119
S 23	3	3	3	4	4	2	5	4	2	2	3	4	4	5	5	5	5	3	3	1	3	1	4	3	4	5	4	3	5	4	106
S 24	3	3	3	4	4	2	3	2	2	4	3	3	3	2	3	2	3	2	1	2	2	2	2	2	5	3	2	2	3	4	81
S 25	3	4	4		3	4	1	1	5	1	4	2	5	4	5	5	5	5	5	2	3	4	3	2	5	5	5	5	4	4	108
S 26	3	2	4	4	3	2	3	4	4	4	3	3	2	3	3	3	2	3	2	2	1	2	2	4	4	3	4	2	2	3	86
S 27	2	2	3	3	3	2	2	4	1	3	2	5	4	3	2	2	4	4	3	4	4	3	3	2	3	4	3	4	3	3	90
S 28	4	3	3	4	4	2	2	2	3	3	2	2	1	2	4	5	5	5	3	4	3	2	4	2	5	5	4	4	3	3	98
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S 30	3	3	4	5	4	2	2	4	3	2	3	2	4	2	3	1	4	2	2	1	2	2	2	2	3	3	4	4	3	4	85
S 31	3	3	4	4	4	2	3	3	4	3	5	3	5	5	3	3	4	4	5	4	5	2	3	2	5	5	3	4	5	4	112
S 32	3	4	5	4	5	2	2	4	3	2	5	4	4	4	4	3	4	5	3	4	4	3	2	2	5	4	2	3	3	4	106
S 33	5	4	3	3	5	3	3	2	4	2	3	4	4	3	2	1	5	5	4	3	4	2	2	1	4	4	4	4	4	3	100
S 34	4	5	3	2	5	3	2	3	2	4	3	4	4	3	3	3	4	5	4	3	4	2	3	2	3	3	4	3	3	4	100
S 35	4	3	3	4	4	2	1	4	3	4	5	4	5	5	4	1	4	3	2	2	2	2	2	5	4	4	4	4	4	4	100
S 36	5	3	4	5	5	1	2	5	4	4	5	5	2	3	3	2	4	4	2	2	2	2	2	5	5	4	4	4	4	4	106
S 37	3	3	3	4	4	3	2	1	4	3	4	2	1	1	3	2	3	2	1	1	2	2	3	2	3	3	1	4	2	3	75
S 38	3	3	3	2	4	1	2	3	3	3	2	5	2	2	1	3	4	3	2	2	4	2	1	1	3	4	3	3	3	4	81
S 39	5	5	4	5	5	3	4	5	4	5	3	5	4	5	5	5	5	5	4	4	5	5	5	4	5	5	5	4	5	5	138
S 40	4	4	4	3	4	2	2	1	1	4	1	1	2	1	3	3	5	3	1	1	1	1	2	1	5	4	4	4	3	4	79
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S 45	3	4	4	3	5	3	2	3	4	4	3	3	4	5	3	2	4	5	4	3	3	4	3	3	4	5	3	2	3	3	104
S 46	4	5	5	4	5	3	3	4	5	4	5	5	4	3	3	3	5	5	4	3	3	3	3	4	5	5	4	5	5	5	124
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S 48	4	3	4	3	4	3	2	4	3	4	5	3	3	4	2	3	3	4	4	4	3	4	5	4	5	3	4	4	3	5	109
S 49	5	3	5	4	5	2	2	1	3	5	3	2	3	5	5	5	2	4	4	2	2	2	2	2	1	5	5	5	3	4	100
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S 53	5	5	4	4	4	2	3	4	2	4	2	5	5	5	4	5	5	5	4	2	4	2	2	2	5	5	3	4	4	4	114
S 54	3	3	3	3	4	2	1	3	3	3	4	4	5	5	4	1	4	5	3	2	2	2	2	2	5	4	5	5	4	4	100
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S 56	4	4	4	4	4	3	3	4	3	3	3	4	3	3	5	3	4	3	3	3	3	1	1	1	5	5	3	4	4	4	101
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Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	SUM
S 1	D	C	A	D	B	A	D	D	A	A	B	A	A	B	D	C	C	A	C	D	C	A	B	D	D	D	B	C	C	A	B	D	D	D	C	A	C	B	C	C	A	D	33
S 2	D	C	A	D	B	A	B	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	B	A	D	D	B	C	C	A	B	D	D	A	C	A	C	B	C	C	A	D	38
S 3	D	C	A	D	B	A	D	C	A	B	B	X	A	D	D	C	C	B	C	A	C	A	B	D	B	A	B	C	C	A	B	D	D	D	C	A	C	B	C	C	A	D	34
S 4	D	A	A	D	B	A	D	C	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	D	D	D	B	B	C	C	A	B	D	D	D	C	D	C	C	C	A	D	37
S 5	D	A	A	D	B	C	D	C	A	C	B	D	A	C	D	B	C	C	C	D	C	A	B	A	B	C	B	C	C	C	C	B	C	D	C	C	C	C	C	C	A	C	27
S 6	D	C	A	D	B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	C	D	D	D	D	A	D	A	D	B	A	D	33
S 7	D	A	A	D	B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	D	D	D	C	D	C	C	C	A	A	D	37
S 8	D	C	A	D	B	A	D	C	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	A	A	D	B	C	C	A	B	D	D	D	C	A	C	B	C	C	A	D	37
S 9	D	C	A	D	B	A	D	C	A	A	B	A	A	D	D	C	C	B	C	A	C	A	B	D	B	D	B	D	B	D	C	A	B	D	D	D	B	C	A	C	B	A	35
S 10	D	C	A	D	B	A	D	C	A	B	D	A	A	C	B	C	C	B	C	A	C	A	B	D	B	A	B	C	C	A	B	D	D	D	D	C	D	C	B	C	A	D	35
S 11	D	C	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	B	B	A	B	D	B	C	C	B	B	C	D	A	B	B	C	A	C	D	A	B	36
S 12	D	A	A	D	B	A	D	C	A	A	B	A	A	B	D	C	C	A	C	D	C	A	B	D	A	B	A	B	C	C	A	B	D	D	D	B	C	A	C	D	A	D	33
S 13	D	A	A	D	B	A	D	C	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	D	B	D	B	C	C	A	B	D	D	D	C	A	C	C	C	A	A	D	37
S 14	X	A	X	D	X	A	X	B	X	C	X	A	X	B	X	B	X	C	X	C	X	D	X	A	X	B	X	C	X	A	X	D	A	A	X	B	X	A	X	B	X	A	8
S 15	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	B	D	B	C	B	C	C	B	B	D	D	D	C	B	C	D	C	A	A	D	36
S 16	D	C	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	D	C	C	A	B	D	D	B	C	B	C	C	C	B	A	B	39
S 17	D	C	A	D	B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	A	D	D	B	C	C	A	B	D	D	D	C	A	C	B	C	C	A	D	36
S 18	D	C	A	D	B	A	D	D	A	B	B	A	A	A	D	C	C	A	C	A	C	A	B	A	B	D	B	C	C	A	B	D	D	D	C	A	C	B	C	C	A	D	36
S 19	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	D	B	D	B	C	C	B	B	D	D	D	C	D	C	B	C	C	A	D	34
S 20	D	B	A	C	B	A	D	C	C	C	C	B	D	A	C	D	B	C	A	C	A	C	A	B	D	B	A	B	C	C	A	B	D	D	D	C	B	C	B	C	B	A	29
S 21	D	C	A	D	B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	D	C	C	A	B	D	D	D	C	A	C	D	C	C	A	D	36
S 22	D	C	A	D	B	A	D	C	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	D	B	D	B	C	C	A	B	B	D	C	C	C	C	A	C	B	A	D	35
S 23	D	B	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	D	B	D	B	C	C	A	A	D	D	D	C	D	C	C	C	A	A	D	38
S 24	D	A	A	A	B	A	D	D	A	C	C	B	A	B	D	C	A	C	C	A	C	A	C	X	B	A	B	D	D	C	C	A	B	C	D	B	C	B	C	D	B	A	30
S 25	D	A	A	D	B	A	D	C	A	C	B	A	A	C	D	B	C	A	C	A	C	A	B	D	B	A	B	C	C	A	B	D	D	D	C	B	C	B	C	D	A	D	32
S 26	D	C	A	D	B	A	D	D	A	A	B	A	A	B	D	C	C	B	D	A	D	A	D	A	B	D	B	C	C	A	B	D	D	D	C	D	C	B	C	C	A	D	34
S 27	D	D	A	D	B	A	D	C	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	D	B	D	B	C	C	A	B	C	D	D	C	D	C	C	C	A	A	A	35
S 28	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	C	D	40
S 29	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	D	A	D	D	X	C	C	A	D	A	D	B	C	B	C	C	C	A	C	D	38
S 30	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	D	B	A	B	D	B	C	C	A	D	A	D	B	C	B	C	C	C	A	D	D	38
S 31	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	B	A	C	D	B	C	C	A	D	A	D	D	C	B	C	C	C	A	D	D	39
S 32	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	B	D	B	C	C	A	B	A	D	D	C	B	C	C	C	A	C	D	D	D	39
S 33	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	B	C	A	B	A	B	D	B	C	C	A	D	A	D	B	C	X	C	B	C	A	C	D	36
S 34	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	C	D	39
S 35	D	A	A	D	D	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	D	D	B	C	C	A	D	A	D	B	C	B	C	C	C	A	D	D	39
S 36	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	B	D	D	38
S 37	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	C	D	39
S 38	D	A	A	D	B	A	D	B	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	D	D	38
S 39	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	D	B	B	C	C	A	B	A	D	B	C	B	C	C	C	A	C	D	39
S 40	D	C	A	D	B	A	D	C	A	D	B	A	A	B	C	C	C	C	B	C	A	C	A	B	C	B	D	B	C	C	X	B	A	D	B	C	B	C	C	C	X	D	37
S 41	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	D	D	39
S 42	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	C	D	39
S 43	D	A	A	D	D	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	D	A	D	D	C	B	C	C	C	A	C	B	38
S 44	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	C	C	A	C	A	B	A	B	D	B	C	C	A	B	A	B	B	C	B	C	C	C	A	D	D	37
S 45	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	D	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	D	D	39
S 46	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	A	A	C	A	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	D	D	39
S 47	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	C	D	39
S 48	D	A	A	C	B	A	D	D	A	D	B	A	C	B	A	C	C	B	C	A	C	A	B	B	B	D	B	C	A	A	B	A	D	B	C	A	C	A	A	A	A	D	31
S 49	D	C	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	C	C	C	A	D	D	D	40
S 50	D	A	A	D	B	A	D	B	A	B	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	C	D	38
S 51	D	C	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	D	D	B	C	C	A	B	A	D	D	C	B	C	C	C	A	D	D	40
S 52	D	C	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	B	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	A	D	40
S 53	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	D	A	D	D	C	B	D	C	C	C	A	C	D	39
S 54	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	B	C	C	C	A	D	D	39
S 55	D	A	A	D	B	A	D	C	A	B	B	A	A	B	D	C	C	A	C	A	C	A	B	A	B	D	B	C	C	A	A	B	D	D	C	B	C	C	C	B	D	D	38
S 56	D	A	A	D	B	A	D	C	A	D	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	A	D	B	C	D	C	C	C	A	C	D	39
S 57	D	A	A	C	B	A	D	C	A	D	B	A	A	B	C	C	C	C	B	C	B	C	A	B	A	B	D	B	C	C	A	D	A	D	B	C	B	C	C	C	A	C	D	36

|	
S 1	78
S 2	90
S 3	81
S 4	88
S 5	64
S 6	78
S 7	88
S 8	88
S 9	83
S 10	83
S 11	85
S 12	78
S 13	88
S 14	19
S 15	86
S 16	93
S 17	86
S 18	86
S 19	81
S 20	69
S 21	86
S 22	83
S 23	90
S 24	71
S 25	76
S 26	81
S 27	87
S 28	95
S 29	90
S 30	90
S 31	93
S 32	93
S 33	86
S 34	93
S 35	93
S 36	90
S 37	93
S 38	90
S 39	93
S 40	88
S 41	93
S 42	93
S 43	90
S 44	88
S 45	93
S 46	93
S 47	93
S 48	74
S 49	95
S 50	90
S 51	95
S 52	95
S 53	93
S 54	93
S 55	90
S 56	93
S 57	86

APPENDIX H

Distribution of Classroom Climate Data

Normal Q-Q Plot of Classroom Climate

Normal Q-Q Plot of Classroom_Climate

Distribution of Reading Achievement Data
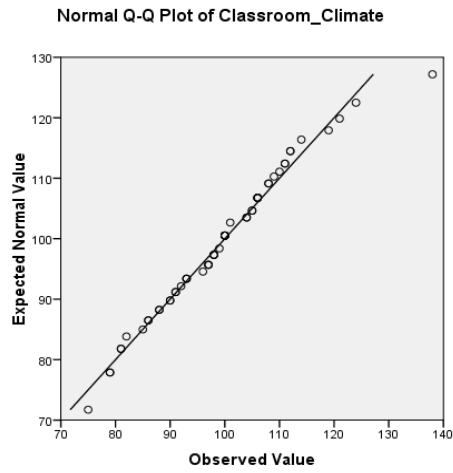
Normal Q-Q Plot of Reading Achievement

Normal Q-Q Plot of Reading_Achievement
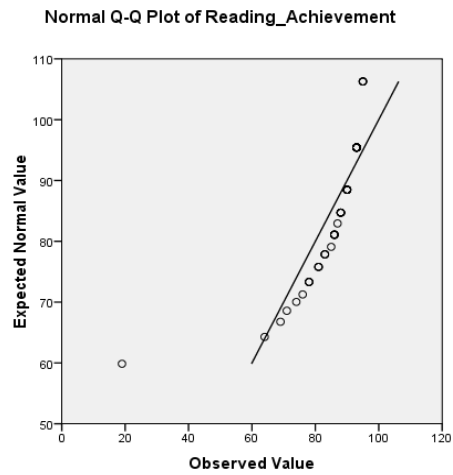
APPENDIX I

Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Classroom_Climate * Reading_Achievement	Between Groups	(Combined)	2301.668	15	153.445	1.068	.413
		Linearity	249.724	1	249.724	1.739	.195
		Deviation from Linearity	2051.944	14	146.567	1.021	.453
	Within Groups		5888.472	41	143.621		
	Total		8190.140	56			

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Classroom_Climate	Reading_Achievement
N		57	57
Normal Parameters[a]	Mean	99.46	85.96
	Std. Deviation	12.093	11.381
Most Extreme Differences	Absolute	.079	.221
	Positive	.079	.214
	Negative	-.069	-.221
Kolmogorov-Smirnov Z		.593	1.665
Asymp. Sig. (2-tailed)		.873	.008

a. Test distribution is Normal.

APPENDIX K

Correlation between Classroom Climate and Reading Achievement

Correlations

		Classroom_Climate	Reading_Achievement
Classroom_Climate	Pearson Correlation	1	.175
	Sig. (2-tailed)		.194
	N	57	57
Reading_Achievement	Pearson Correlation	.175	1
	Sig. (2-tailed)	.194	
	N	57	57

PRELIMINARY STUDY

TEACHER OF ENGLISH

There are two teacher of English that has been intervewed when conducting a preliminary study:

1. Do you have problem that you face when you teach in the class?

   Both teacher of English said that every teacher in the class especially for teacher of English has some problem when facing the students in this class, but it can solve based on the teacher strategy to solve the problem in the class.

2. What is the problem that you face?

   Both teacher said that mostly student in their class did not really pay attention when she teach in the class even the teacher almost reprimand them and sometimes they were give punishment. Also sometimes she ask with the students why she/he dose not want to pay well attention.

3. Do the students active in learning English?

   First teacher: said that most of them were not active in learning process.

   Second teacher: said that only few of them were not active in learning process.

4. Does the students make the task assignment?

   First teacher: said that they were very lazy to do the task assignment or homework

   Second teacher: said that only few of them were lazy and didn't pay attenttion about the task.

5. Does the students perceived the situations in the classroom climate positively?

   Both teacher said that: of course they did. So that's why because their class very supported them in learning and teaching of English process.

THE EIGHTH GRADE STUDENTS

There are more than 20 students that has been interviewed when conducting a preliminary study:

1. When you read a book or newspaper, do you comprehend the meaning of the text?

2. When you join a TOEFL test, is the reading score good?

3. Do you have problem when you answer the questions from reading text?

4. Do you have a close friend in the class?

5. Are you easy to make a friendships among students in your class?

6. Does you cooperate with other students when doing assignment work?

7. Are you enjoying study in the classroom?

8. Do you have a problem in the classroom situation?

APPENDIX N

RESEARCH GALLERY