

**THE CORRELATION BETWEEN CLASSROOM ENVIRONMENT AND
ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDY
PROGRAM STUDENTS OF UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirement to get
the title of Sarjana Pendidikan (S.Pd.)**

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Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“THE CORRELATION BETWEEN CLASSROOM ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF UIN RADEN FATAH PALEMBANG”**, ditulis oleh saudara Mei Afriani telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikian terima kasih.

Wassalamu'alaikum Wr. Wb.

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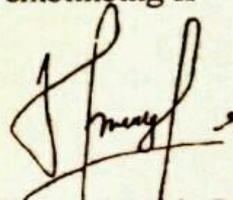
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DEDICATION

In the name of ALLAH SWT, Most Gracious and Most Merciful

This thesis is dedicated to:

- My beloved Mother and Father, the most precious in my life who always support, pray and love me unconditionally. You both are the first reason why I have to finish this study.
- My lovely sister, Miriani, thank you for all your supports
- My beloved brothers Barakah Ilhamudin, and Rahmat Anugrah I love you both my little prince
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- All of big family of PBI 2012 especially PBI 03 that I cannot mention here one by one who had shared the time, experience together and giving me a wonderful togetherness.

Motto:

No matter how high a dream is, if you never want to try, then it will be just a dream.

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 none day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Palembang, May 2017

The writer



Mei Afriani
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The researcher,

Mei Afriani

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ABSTRACT

The aim of the present study was to investigate the relationship between classroom environment and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang by conducting correlational research. 366 students of English majors of the second, fourth, and sixth semester took part in the study as the sample by using convenience sampling. The data of this study were collected by administering a questionnaire of College and University Classroom Environment Inventory (CUCEI) to assess classroom environment of the students and the students' cumulative GPA was also used to get the students' academic achievement score. Pearson Product Moment and regression analysis were used to analyze the data. Therefore, the r was 0.296 and it was higher than than r -table (0.1059) and the level of probability (p) significance (*sig.2-tailed*) was 0.000. It means that H_0 was rejected and H_1 was accepted. Additionally, the regression analysis showed that classroom environment contributed only 8,8 % to academic achievement. Finally, the result indicated that there was significant correlation between classroom environment and academic achievement and classroom environment influenced academic achievement.

Keywords: *Classroom Environment, Academic Achievement*

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CHAPTER I

INTRODUCTION

This chapter presents (1) the background, (2) the research questions, (3) the objectives of the study, (4) the significance of the study.

1.1 Background

As one of the most spoken and international language, English is learned most in all countries in the world. English is important because it is used to communicate and interact with others. It is also used as communication tools in various fields such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001, p. 118). For this reason, English is known as *lingua franca*, as stated by Mauranen (2009, p. 1) that, “English has established its position as the global *lingua franca* beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalizations, networking, economic integration, and the internet”.

Considering the importance of English, learning English for some countries in the world is a necessity, including Indonesia. The role of English in Indonesia is essential in many parts especially education (Lauder, 2008, p.11). It can be seen that English has been taught from the early education up to higher. It is also increasingly used as a medium of instruction in schools and universities. Knowing how important English is, English department is established almost in every university in Indonesia, in which the students are trained to be successful in academic because the students are needed to be prepared for a better life in this

globalization era. Brockman and Russell (2012) consider, that academic success is directly linked to the successful outcomes and values for youth in society. Furthermore, Musthaq and Khan (2012) argue that, the social and economic development of the country is directly linked with students' academic performance. Performance is how well or badly something is done. In educational parlance, performance is indicated through academic achievement (Siahi & Maiyo, 2015). Hisken (2011) defines academic achievement as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential. Therefore, the quality of student experiences during college is shown by ones academic achievement.

Academic achievement is important for students to prepare them for future career and also to allow students to enter competitive fields. It also plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali, Mokhtar & Kamaruzaman, 2009). This fact clearly shows that beside skills, academic achievement is one of the things that should be considered in looking for a job. Moreover, academic achievement serves as a key criterion in order to judge students' true potentials and capabilities (Daulta, 2008 & Nuthanap, 2007), which can help students in all areas of their lives.

In the teaching and learning process, it can be seen that there is a difference in students achievement. This is caused by' different factors that affect the academic achievement of students. Some factors which may affect students' academic achievement are gender difference, teacher's education and teaching

style, class environment, socio economic factor, family education background (Mushtaq & Khan, 2012), age, peer influences, course assessment, class attendance, class size and entry qualification (Daniel, 2016).

One of factor that affects students' academic achievement is classroom environment. The classroom is a basic structural unit of our educational system (Talton & Simpson, 2007). It is a miniature community in which members' interest influences the behaviour of others. Vygotsky (1978, as cited in Wei & Elias, 2011, p. 240) says that classroom environment is the culture that can be the place to study and learn about knowledge. Classroom environment is an embodiment of physical psychosocial conditions. According to Carpenter (2006), physical environment which is made up of chairs, desks, tables, lightening, ventilation, space, acoustics and instructional materials, while psychosocial which refers to the feeling, a type of classroom that has to do with interactions in the classroom.

Classroom environment plays important part of students educational succes. Based on Vygotsky's theory of social development (1978, as cited in Wei & Elias, 2011, p. 240), students' learning development can be determined by the classroom environment because students spend their time to learn mostly in the classroom, although learning can take place in other venues, classroom still remains to be the main learning environment in an institution (Falsario, Muyong, Nuevaespana, 2014). Moreover Yan (2006, p.5) said that, for foreign language learners, classroom is the main place where they are frequently exposed to the

target language because, EFL students have little chance to use the target language in daily life, they have to depend entirely on classroom activities.

So, creating a conducive learning environment by providing sufficient classroom environment as physically and social psychologically are very important. In addition, an effective classroom environment for EFL as suggested by Yi (2010), learning must contribute to a relaxed atmosphere in which the students feel easy and eager to involve themselves into the classroom activities.

Being taken into the consideration of affecting students' academic achievements, the students' perceptions of classroom environment are very important. Therefore, students who fail some subject is probably because they do not engage in classroom activities sufficiently. The finding of study done by Ziegler, Cheryan, Plaut and Metzoff (2014) shows, the physical classroom environment such as inadequate lighting, noise, low air quality, and deficient heating in the classroom are significantly related to worse student achievement. In too cold and too hot classrooms, students feel uncomfortable. According to Halstead (1974), high temperature and humidity creates physiological and psychological problems and people work more slowly apply much efforts and causes make more mistakes and errors.

Physical environment is not only the main problem that caused poor achievement, interaction in classroom also can be the factor. As stated by William (1997, p.9) classroom environment is a dynamic system where students interact each other and teachers. It is the place where the interaction between student and student or between students and instructor occur most frequently. According to

Dewey (2006), the poor student relationship may lead to poor achievement while good student/teacher relationship may lead to better achievement. Moreover, Bucholz and Sheffler (2009) revealed that a warm interaction in a classroom environment can lead to increased academic achievement and a sense of pride and belonging in a college.

Preliminary study was conducted by interviewing students of English Education Study Program of UIN Raden Fatah Palembang, some students enjoy studying because they felt that classroom is already well-structured, clean enough, conducive lighting, and they felt comfortable with air temperature, because every class already has two air-conditioners. But the problem starts when the electricity stop working, the temperature of the classroom is going to be hot and dark especially for students who sit on the back. In such those situations the students start feel sleepy, and made some of them lost their focus to gain the lecture as well. Students also said that they were dissatisfied with their academic achievement because the class sometime seems boring so they did not participate in the class as well. And the interaction within the class influences their feeling.

Some researchers have tried to investigate the correlation between students perception of classroom environment and their academic achievement. Kaur (2001) shows that there is a positive correlation between classroom environment and academic achievement. Temperature and ventilation also affected the classroom learning environment. In the study, Ziegler et.al (2014), found that the building's structural facilities influence students achievement. But,

one study did not find this relationship between structural condition and student performance in Wyoming (Picus, Marion, Calvo, & Glenn, 2005).

From the explanations above, the researcher believes that classroom environment has a great role in academic achievement. The higher classroom environment as perceived by the students is, the better their achievement will be. As stated by Kekare (2015), a comfortable and conducive classroom environment motivates the students to perform better and encourage the learning process. So, the researcher is interested in conducting the study to find out whether or not there is any significant correlation between students classroom environment and their academic achievement by conducting a study entitled: “The Correlations between Classroom Environment and Academic Achievement of English Education Study Program Students of UIN Raden Fatah Palembang”.

1.2 Problems of the Study

The problems of the study are formulated in the following questions :

- 1) Is there any significant correlation between classroom environment and academic achievement of the English Education Study Program Students of UIN Raden Fatah Palembang?
- 2) Does classroom environment significantly influence academic achievement of the English Education Study Program Students of UIN Raden Fatah Palembang?

1.3 Objectives of the Study

Based on the research questions, the objectives of the study were:

- 1) To find out whether or not there is a significant correlation between classroom environment and academic achievement of the English Education Study Program Students of UIN Raden Fatah Palembang?
- 2) To know whether or not classroom environment significantly influences academic achievement of the English Education Study Program Students of UIN Raden Fatah Palembang?

1.4 Significance of the Study

It is expected that this study provide a meaningful contribution for; (1) The lectures, in providing information of classroom psycho-social environment, may sensitize the lectures to help creating a better interaction in the classroom and also providing conducive learning atmosphere. (2) For the students, it is hope that this study can help them to build a positive interaction among themselves in classroom that can increase academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang especially students of English education study program. (3) For other researcher who will conduct the research that concern about classroom environment, and bring this to be one of the resources (4) Finally, this study is useful for the researcher to increase knowledge about the importance of classroom environment, also as an experiences in educational research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the correlational study, (2) the concept of classroom environment, (3) the concept of academic achievement, (4) the correlation between classroom environment and academic achievement, (5) previous study, (6) the hypotheses, and (7) criteria of testing hypotheses.

2.1 Correlational Study

Simon and Goes (2011), claims that in the correlation research, some of the researcher investigates one or more characteristics of a group to discover the extent to which the characteristics vary together. 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 relationship between variables, and if a relationship exists, to determine a regression equation that could be make 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. Fraenkel, Wallen, and Hyun (2012, p. 340) said that when variables are correlated, a correlation coefficient is produced. This is usually expressed as a number between -1 and +1, and 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.

Cohen, Manion, and Morrison (2007, p. 536) proposed the meaning of a given correlation coefficient as follow:

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Slight
0.35 – 0.65	Moderate
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, L., Manion, L, & Morrison, K. (2007, p. 536).

2.2 Classroom Environment

Classroom environment is the place in which teaching and learning process occurs. Akubue (2001) defined the classroom as a base for all types of activities. It holds students together and offers them the opportunities of achieving the purpose of education. A greater part of educational activities of any school or college occurs in this room. Hannah (2013) also described that classroom is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. The classroom environment also defined in terms of the students' and teachers' shared perceptions in that environment (Fraser & Pickett, 2010). In addition, the classroom is a place for

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

2.2.1. Characteristic of an Effective Classroom

According to Ministry Education of Guyana (2014) proposed six characteristics of an effective classroom conducive to learning as follow:

a. Behavioral expectations are clear

Students need to understand their teacher's expectations for their behavior while in class. Clear and concise classroom rules and discipline plans should be posted in the room. Students should understand exactly what the consequences are for misbehavior. Further, teachers should enforce rules consistently and fairly.

b. Assignment and assessment expectations are clear

Students need to understand their teacher's expectations for both school work and classroom behavior. Classroom rules and discipline plans should be clearly posted in the room. Further, students should be able to tell someone visiting the classroom exactly how their grades are determined. Assignments that are often repeated, like book reports, should have a standard rubric that students understand. Finally, grading should be completed quickly so that students have feedback from which they can review for quizzes and exams.

c. Students are engaged

When you walk into a classroom and see the students engaged in what is going on, learning is taking place. Teachers who are able to have students involved and working have the best chance of success. One way to accomplish this is to help your students become more involved in decision making for their own educational experience.

d. Learning is student centered

In an effective classroom setting, the focus of lessons is the student. In a classroom where the teacher does little more than stand in front of the class and talk, there is a much greater chance of losing student interest. Lessons should be developed with the students, their interests, and abilities in mind.

e. Instruction is varied

Continuing with the last item, students are engaged to a much greater degree through varied instruction. Sticking to one method of delivery is monotonous and should be avoided. Instead, a mix of learning activities like whole group discussions, teacher-led discussions, and role playing exercises can help keep students involved in the curriculum while meeting the needs of those with different learning styles.

f. Learning is related to life

In the best classrooms, students are able to see the connection between what they are learning about and real life. By making these connections, learning becomes much more personal and teachers have a

much greater chance of keeping students engaged. Without connections, students often lose focus, complaining that they just don't see why they need to learn the topic being taught. Therefore, try to fit how what you are teaching relates to the student's world in your lessons every day.

2.2.2 Characteristics of A Highly Effective Learning Environment

Wherever, the teacher should think the classrooms are “intellectually active” places. Therefore, highly effective and conducive to student-centered learning need to be provided. So teacher put together one take on the characteristics of a highly effective classroom. They can act as a kind of criteria to measure your own against—see if you notice a pattern (Heick, 2016).

Heick (2016) proposed ten characteristics of a highly effective learning environment, they are:

a. The students ask the questions, good questions

This is not a feel-good implication, but really crucial for the whole learning process to work. The role of curiosity has been studied (and perhaps under-studied and under-appreciated), but suffice to say that if a learner enters any learning activity with little to no natural curiosity, prospects for meaningful interaction with texts, media, and specific tasks are bleak.

b. Questions are valued over answers

Questions are more important than answers. So it makes sense that if good questions should lead the learning, there would be value

placed on these questions. And that means adding currency whenever possible grades (questions as assessment), credit (give them points they love points), creative curtain (writing as a kind of graffiti on large post-it pages on the classroom walls), or simply praise and honest respect. See if you don't notice a change.

c. Ideas come from a divergent sources

Ideas for lessons, reading, tests, and projects the fiber of formal learning should come from a variety of sources. If they all come from narrow slivers of resources, you're at risk of being pulled way off in one direction (that may or may not be good). An alternative? Consider sources like professional and cultural mentors, the community, content experts outside of education, and even the students themselves. Huge shift in credibility.

d. A variety of learning models are used

Inquiry-based learning, project based learning, direct instruction, peer-to-peer learning, school-to-school, eLearning, Mobile learning, the flipped classroom, and on and on the possibilities are endless. Chances are none are incredible enough to suit every bit of content, curriculum, and learner diversity in your classroom. A characteristic of a highly-effective classroom, then, is diversity here, which also has the side-effect of improving your long-term capacity as an educator.

e. Classroom learning “empties” into a connected community

In a highly-effective learning environment, learning doesn't need to be radically repackaged to make sense in the “real world,” but starts and ends there. As great as it sounds for learners to reflect on Shakespeare to better understand their Uncle Eddie and they might depending on that kind of radical transfer to happen entirely in the minds of the learners *by design* may not be the best idea. Plan on this kind of transfer from the beginning.

f. Learning is personalized by a variety of criteria

Personalized learning is likely the future, but for now the onus for routing students is almost entirely on the shoulders of the classroom teacher. This makes personalization and even consistent differentiation a challenge. One response is to personalize learning to whatever extent you plan for by a variety of criteria not just assessment results or reading level, but interest, readiness-for-content, and others as well. Then, as you adjust pace, entry points, and rigor accordingly, you'll have a better chance of having uncovered what the learners truly “need”.

g. Assessment is persistent, authentic, transparent, and never punitive

Assessment is just an (often ham-fisted) attempt to get at what a learner understands. The more infrequent, clinical, murky, or threatening it is, the more you're going to separate the “good students” from the “good thinkers.” And the “clinical” idea has less to do with the format of the test, and more to do with the tone and emotion of the classroom in general.

Why are students being tested? What's in it for them, and their future opportunities to improve? And feedback is quick even when the "grading" may not be.

h. Criteria for success are balanced and transparent

Students should not have to guess what "success" in a highly-effective classroom looks like. It should also not be entirely weighted on "participation," assessment results, attitude, or other individual factors, but rather meaningfully melted into a cohesive framework that makes sense—not to you, your colleagues, or the expert book on your shelf, but the students themselves.

i. Learning habits are constantly modeled

Cognitive, meta-cognitive, and behavioral "good stuff" is constantly modeled. Curiosity, persistence, flexibility, priority, creativity, collaboration, revision, and even the classic *Habits of Mind* are all great places to start. So often what students learn from those around them is less directly didactic, and more indirect and observational.

j. There are constant opportunities for practice

Old thinking is revisited. Old errors are reflected on. Complex ideas are re-approached from new angles. Divergent concepts are contrasted. Bloom's taxonomy is constantly traveled up and down, from the simple to the complex in an effort to maximize a student's opportunities to learn and demonstrate understanding of content.

2.2.3 The Aspects of Environment

Classroom environment are generally composed of the three factors which affect the classroom teaching, and are respectively independent but closely associated with each other. The classroom environments include the material elements which consist of subject course and learning tasks, the social elements which are made up of the relationship between the teachers and the students and their interactivity, and also the cultural elements that consist of educational concept, social norms and expectations (Li & Yin, 2010). Sun (2010) also believed that classroom environments generally included physical environments and humanistic environments. The latter refers to the social psychological environments in the classroom and is created by both teachers and students.

Many researchers discussed the most influenced aspect of classroom environment they are the physical environment, the social psychological environment. Physical environment refers to physical characteristics of the room. Physical classroom environment is a combination of different things i.e., lighting, temperature, ventilation system, size of the room, floor, walls, desks, chairs, rugs, whiteboards, computers etc. (Sulleman & Hussain, 2014). The social psychological classroom refers to the level of speed of teaching, cohesiveness, distractions, interests, motivating, anxieties, confusion and difficulty of the classroom learning activities and the interactions involve in it (Carpenter, 2006). The interaction between teacher and students' interactions, students and students interactions, students and instructional material interaction, and students, instructional materials and teacher interaction. It also refers to the extent the

teachers and the students perceive the classroom environment and how they want it to look like. Moreover the both aspects of physical and socio psychological discussed in the following :

a. Physical environment

A of scientific work has revealed the physical classroom environment's important on students' academic performance. Evidence demonstrates that classrooms' structural features (e.g., noise, lighting) can facilitate or hinder student learning and achievement. It has been suggested that assessing the structural conditions with the educational purpose in mind is a better predictor of student performance than engineering assessments of structural quality (Roberts, 2009). Based on Ziegler, et.al (2014) the physical classroom environment includes:

a. Lighting

Students exposed to more natural light (i.e., daylight) in their classrooms perform better than students exposed to less natural light.

b. Acoustics

The source of classroom noise can vary, but commonly includes heating and ventilation units. Classrooms with greater external noise are more likely to have lower student achievement. Classroom noise is an even more serious concern for students with hearing loss or attention deficits.

c. Temperature

The optimal temperature range for learning appears to be between 68° and 74°. Heating is reported as unsatisfactory or very unsatisfactory for U.S School.

d. Air Quality

Exposure to low quality air is related to decreased student attendance and affects teachers' abilities to teach well, schools serving students of color and low income students are disproportionately likely to have low air quality.

b. Social Psychological Environment

For foreign language learners, classroom is the main place where they are frequently exposed to the target language (Yan, 2006, p.5). The primary importance of EFL class is active practice and interactions in language learning. Therefore, EFL class must inevitably be of a communicative nature. Krashen (1981, as cited in Yi, 2010) considers that EFL students have little chance to use the target language in daily life, they have to depend entirely on classroom activities. For most of them, the classroom is the only environment in which they can practice communicating in the target language. Moreover Yi (2010) clearly state that :

“An EFL class should be student-centered rather than teacher-centered. The teacher should reduce his talk to minimum and give the students adequate opportunities to practice on the instruction and produce their own ideas. So an effective classroom environment for EFL learning must contribute to a relaxed atmosphere in which the students feel easy and eager to involve themselves into the classroom activities.”

So an EFL teacher must bear in mind that setting an appropriate environment for learning in the class will really help for English Foreign Learner.

2.2.4 Conducive Classroom Environment

Creating a classroom environment which is conducive to learning is one of the most important things a teacher can do. This becomes even more crucial as students enter classrooms with their cell phones, pagers, and beepers. Additionally, many students are tardy for class, leave early, or may not appear in class on numerous occasions. Therefore, classroom management takes on greater significance at the university level. Effective classroom management starts at the first class meeting. Everything a teacher does on Day One will set the stage for the procedures, routines, and expectations throughout the course. Having a detailed syllabus, outlining requirements for the course, defining expectations for attendance and participation, and explaining the “rules of the road” are just the beginning of how a teacher models expected behavior of the students (Findley & Varble, 2006)

2.3 Academic Achievement

Students’ academic achievement refers to the grades obtained by students upon accomplishing the courses in the end of their study of an instructional environment, specifically in school, college, and university. Hisken (2011) defines academic achievement as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential.

Academic achievement play a vital role for students future life. As stated by Zwick (2012, p. 3) that grades awarded to individuals at the end of an academic study are important indicators of ability and productivity when those individuals look for their first jobs. Moreover, the quality of student experiences during college is shown by ones academic achievement. In short, academic achievement allows students to enter competitive fields and get a good job after graduate from their school.

2.3.1 Grade Point Average (GPA)

In the university level, the students' academic achievement in each semester is represented by Grade Point Average (GPA) that achieve at the end of their college. Normally, university's students finish their school at least on 5 years (10 semesters) and they will get their cumulative GPA. Before finish their school, they will get GPA for each semester. Grade (GPA) are given at the end of each 14 week meeting (once a week). According to the administration of Adelaide University, the grade point average (GPA) is a numerical index that summarizes academic performance and range from a minimum of zero to a maximum 4 (scale 0-4).

2.3.2 Cumulative GPA

In general terms, the Cumulative Grade Point Average (CGPA) is a measure of a student's academic achievement that can be earned in a required ISLLC-based educational leadership program of studies. It is calculated by dividing the total number of grade points received by the number of credits

attempted(TheFreeDictionary, 2012).Cumulative GPA obtained by having score from each subject from the whole semester that already take. At the end of semester, learners would get score for each subject. When the GPA only present the current semester, the cummulative GPA present the whole score of students that already take. Both GPA and Cummulative GPA have a similiarities in scoring system. The score will be A with point 4, B = 3, C = 2, D = 1, E = 0. All of that scored will be added and the total score will be divided with the number of subject.The category of the students' academic achievement is as follows :

Table 2
Students' Academic Achievement Category

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very Good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Enough

Source: Buku Panduan Akademik Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang

2.5 Relationship between Classroom Environment and Academic Achievement

The role of classroom environment in influencing academic outcomes has been shown by many researchers in recent years (Sulleman & Hussain, 2014; Fraser 1986). The psychosocial environment in a classroom can significantly

predict academic achievement (Joanna, 2009). Recent research in retention rates of university students has contributed evidence for the positive relationship between the perception of classroom environment and academic achievement (Mokhtar, 2003).

Fraser (1986, as cited in MacAulay, 1990) asserts that the classroom environment is such a potent determinant of student outcomes that it should not be ignored. Because, students will perform better and have more positive attitudes in learning when they perceive classroom environment positively. As reported by Gazelle (2006) that a positive classroom learning environment is closely related to students' enhanced academic achievement. Therefore, it can be said that students' perception of classroom environment will affect students' academic achievement because the students who have the positive perception of their classroom environment will have a high interest with the lesson and it may increase their grades.

2.6 Previous Related Studies

There are two previous studies that related to this study. The first study was conducted by Singh and Benipal in 2014 entitled "A study of academic achievement of adolescents in relation to their perception of classroom environment in Punjab. This study was aimed at finding out the academic achievement of adolescents in relation to their perception of classroom environment. A sample of 200 adolescents, which comes from two different schools, Government and Private School of Ludhiana district of Punjab were selected. This study revealed that there exist a positive relationship between

academic achievement and classroom environment among adolescents of schools of Ludhiana District.

The second study was conducted by Akomolafe and Adesuain 2015. They investigated the relationship between classroom environment and academic achievement of all students of senior secondary schools in South West Nigeria which consist of Lagos, Ogun, Osun, Oyo and Ekiti State. The sample for this study comprised one 1050 senior secondary school students from three states, out of the six states in the South West Geo-political zone. The sample were taken from the three states, such as are Osun, Ondo and Ekiti. The result showed that there was a significant relationship between classroom environment and the academic performance of senior secondary school students.

2.7 Hypotheses

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

1. H_0 : there is no significant correlation between classroom environment and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

H_a : there is a significant correlation between classroom environment and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang

2. H_0 : classroom environment does not significantly influence on academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

H_a : classroom environments significantly influence academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

2.8 Criteria of Testing Hypotheses

There are some criteria in testing hypotheses provided from Cohen, Manion, and Marrison, (2007, p. 519), Creswell (2012, p. 188-189), and Fraenkel, Wallen, and Hyun (2012, p. 228-232), as follow:

1. If *p-value* is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_a is rejected
2. If *p-value* is less than 0.05 ($p < 0.05$), H_0 is rejected and H_a is accepted

CHAPTER III

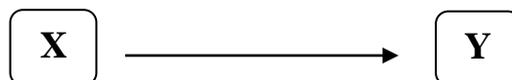
METHOD OF RESEARCH

This chapter presents: (1) research design, (2) research variable, (3) operational definition, (4) the population and sample, (5) data collection, (6) data instrument analysis, and (7) data analysis.

3.1 Research Design

In this study, correlation research was used. Creswell (2012, p.338) states that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Correlation research design was used to find out the correlation between classroom environment and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang. The research design as follow :

Figure I
Research Design



X = Classroom environment

Y = Students' academic achievement

The procedures in this study were; to get the perception from the students about classroom environment, the researcher used college and university classroom environment inventory (CUCEI) questionnaire from

Treagust, Frasher, and Dennies (1986). And to obtain students' academic achievement, the researcher asked the students' GPA (Grade Point Average). Moreover, to find the correlation among those two variables, the data of questionnaire and students' GPA distributed into SPSS version 16.

3.2 Research Variables

Creswell (2012, p. 112) explains, "A variable is a characteristic or attribute of an individual or organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. In this study, there were three variables. There were two kind of variables, independent variable, and dependent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable while a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2005, p. 115-116).

Related to this research, the independent variable is classroom environment while the dependent variables is academic achievement of the undergraduateEFL Students' of UIN Raden Fatah Palembang.

3.3 Operational Definitions

There were terms that need to be defined in this study. First, the word *correlation* means the researcher try to find the correlation or association between two variables. In the context of correlation, the researcher correlatethe classroom environment and academic achievement using pearson product moment of SPSS version 16.

The term *classroom environment* is a place where almost all the students' learning activities and interactions occur, and where student's behavior influenced by classroom aspects, such as students' interaction, participation, etc, as measured by college and university classroom environment inventory (CUCEI) questionnaire

And the last is students academic achievement. Thus, the word *academic achievement* refers to standardized test scores, grades, and overall academic ability and performance outcomes. Especially, the students' Cumulative Grade Point Average (GPA). It is the results of the students' study from all the courses they have taken starting from the first semester to their current semester.

In this study, *The Correlation between Classroom Environment and Academic Achievement of the English Education Study Program Students' of UIN Raden Fatah Palembang* means the action of identifying the significant relationship between Classroom Environment and Academic Achievement of English Education Study Program Students' of UIN Raden Fatah Palembang.

3.4 Population and Sample

3.4.1 Population

Population is the large group to which a researcher wants to generalize the sample results (Jhonson & Christensen, 2012, p.218). The population of this research were all active students of English Education

Study Program in Academic year 2013/2016. The distribution of population of the study can be seen below.

Table 3.
Distribution of Population

No	Semester	Number of Students
1	II	144
2	IV	120
3	VI	102
4	VIII	75
5	X	139
Total		580

Source: English Education Study Program Students' of UIN Raden Fatah Palembang Academic Years 2016/2017

3.4.2 Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012, p. 142). In this study, convenience sampling were used to get the sample. According to Creswell (2012, p. 145), convenience sampling is a method where researcher selects participants because they are willing and available to be studied.

The consideration for taking the sample were the students who are still active in the lectures and classroom. The eight and tenth semester

students have already finished all of the lectures in the class and they are working with their thesis. For those reasons, only the second, fourth and sixth semester students was contemplated and available as a sample. Therefore, there were about 366 students. The distribution of the sample can be seen below.

Table 4.

Distribution of Sample

No.	Semester	Number of Students
1	II	144
1	IV	120
2	VI	102
Total		366

3.5 Data Collection

In this research, there were two kinds of instrument used to collect the data; questionnaire, and documentation.

3.5.1 Questionnaire

In this study, the data of classroom environment was measured by using CUCEI (College and University Classroom Environment Inventory) questionnaire. This questionnaire was developed by Treagust, Fraser and Dennies (1986) to measure the students' perceptions of classroom environment. Likert-scale method was used by the researcher in this study,

which are strongly agree, agree, disagree and strongly disagree of each statement. The CUCEI questionnaire, consists of 49 items. These 49 statements are the combination of positive (non underline) and negative (underline) statement, and divided into seven groups of statements based on students' perceptions of classroom environment scale (Personalization, Involvement, Student Cohesiveness, Satisfaction, Task Orientation, Innovation, Individualisation). The specification of the items can be seen in Table 5.

Table 5

The Specification of the CUCEI Questionnaire

Scale	Items		Number of items
	Positive	Negative	
Personalization	1,8,15,22,	29,36,43	7
Involvement	9,23,37	2, 16, 30, 44	7
Student cohesiveness	10,17,,38,	3, 24,31, 45	7
Satisfaction	4,18,39,46	11, 25,32	7
Task Orientation	5,12,33,47	19,26, 40	7
Innovation	20,27,41	6,13, 34, 48	7
Individualization	14,21,28,35	7, 42, 49	7
Total Items	25	24	49

The minimum score of each item is 1 and the highest score is 5, and missing case is scored 3. In this research, the researcher will divide the

classroom environment into three categories. The categories were high, average, and low. In deciding the interval between points on the scale, the formula is used; range of the score divided by the number of level. Since the total items were 49, the possible highest scores would be 245, and the possible lowest score would be 49. To get the category of classroom environment, the calculation was 245 minus 49 which 196. Then the score 196 was divided by 3 which was 65. It means that the interval between scores was 65. From the calculation, the researcher used score interval as presented in table 6.

Table 6
The Categories of Classroom Environment Scale

Score Interval	Category
180 – 245	High
114 - 179	Average
49 - 113	Low

3.5.2 Documentation

In this research, the researcher used documentation as one of the instrument. The documentation in this research was students Cumulative Grade Point Average (GPA). Students Cumulative Grade Point Average (GPA) is required to gain information about students' classroom environment influences their academic achievement, specially their GPA. The category of the students' academic achievement is as follows.

Table 7.

Academic Achievement Category

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very Good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Enough

(Source: *Buku Panduan Akademik Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang*)

3.6 Data Instrument Analysis

Before the questionnaire were administered, the researcher firstly considered their validity and reliability.

3.6.1. Test Validity

Validity” refers to the appropriateness, meaningfulness, and usefulness of any inferences of researcher draws based on the data obtained through the use of an instrument (Fraenkel and Wallen, 2012). It means that validity test is used to measure whether the instruments are used valid or not.

In this research the construct validity was used. Moreover, the CUCEI (college and university classroom environment inventory) questionnaire has been validated by Treagust, Frasher and Dennies (1986).The CUCEI first has 12 item of each scale with total of items were

84, were assessed with a sample of 372 Australian and American undergraduate and postgraduate students (Fraser et al., 1986). The result of validity showed that 35 items (5 items in each scale were eliminated) and left 49 items. Moreover, 49 items of CUCEI questionnaire in this research was considered valid.

3.6.2. Test Reliability

According to Creswell (2005, p.162), reliability means that scores from an instrument are stable and consistent. According to Johnson and Christensen (2012), the score is considered reliable if the score of significance is at least or preferably higher than 0.70.

The reliability of the CUCEI were assessed with a sample of 372 Australian and American undergraduate and postgraduate students (Treagust et al., 1986). The result showed that the CUCEI had good internal consistency, with the alpha coefficient ranging from .70 to .90.

3.7 Data Analysis

After distributing the questionnaire and cumulative GPA, the researcher checked and analyze the collected data.

3.7.1 Instrument Analysis

3.7.1.1 Questionnaire Analysis

The students were asked to answer the 49 items of CUCEI questionnaire using Likert-scale consist of strongly agree, agree, disagree and strongly disagree. If the student checks strongly agree in positive

statement the score is 5, if student checks strongly disagree the score is 1. While in negative statement is scored in reverse manner. After the the data of questionnaire was obtained, the score of which item is added up. Since the total number of CUCEI questionnaire are 49 items, the possible highest score was 245 (in which the students get 5 for each statement) and the possible lowest score will be 49 (in which the students get 1 for each statement). The interval of classroom environment was classified into three categories. Score 180 to 245 were in high categories, score 114 to 179 were in average categories, and the score 49 to 113 were in low categories.

3.7.1.2 Cumulative Grade Point Average (GPA)

After the data was obtained, the students' cumulative GPA were classified into several categories. The highest is 4.00, and it is categorized summacumlaude, from 3.51-3.99 is categorized cumlaude, 3.01- 3.50 is categorized very good, 2.51-3.00 is good, and the last 2.00-2.50 is categorized enough.

3.7.2 Pre-requisite Analysis

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

3.7.2.1 Normality Test

In this study, normality test was used to find out whether the data of classroom environment (CUCEI) questionnaire and cumulative GPA are

normal or not. The researcher used I-Sample Kolmogorov-Smirnov in SPSS. If p -value is higher than .05 then it is normal.

3.7.2.2 Linearity Test

In this study, linearity test was conducted to know whether the data of classroom environment (CUCEI) questionnaire and cumulative GPA is linear or not. If the score is higher than 0.05, the two variables are linear. Linearity test in SPSS is used to see if the data is linear or not.

3.7.3 Correlation Analysis

After all of data find normal and linier, the analysis will do. The result from the instruments of both questionnaire and students' GPA were calculated to find any potential correlation between variables through Pearson Product Moment Coefficient in SPSS with 5% significant level. Then, the significance of the correlation coefficient is used to determine by comparing the data of the coefficient (r data) in the level of significance of 5 percent in the table of product moment (r table). The correlation coefficient is significant if r table in the level of significance of 5 percent less than r data. When the result shows positive r value, it means that there is a significant positive correlation, but if the result shows negative r value, there is a significant negative correlation. The meaning of a given correlation coefficient according to Cohen, Manion, and Marison (2007, p. 536), there was a correlation if p -value is higher than 0.20.

3.7.4 Regression Analysis

In order to know the contribution of classroom environment and academic achievement of undergraduate EFL students' of UIN Raden Fatah Palembang regression analysis was applied to examine whether or not classroom environment influence their academic achievement. At last, after research are conducted and the correlation are found, linier regression was used to find whether or not classroom environment significantly influence academic achievement.

CHAPTER IV

FINDING AND INTERPRETATIONS

This chapter presents (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There are five kinds of research findings in this study: (1) the result of students' classroom environment and (2) the result of students' academic achievement.

4.1.1 Results of Classroom Environment

In this study, the total active students in the English education study program of UIN Raden Fatah Palembang were 366 students. 345 students participated in this study, and the others were absent when this study was conducted. The 49 items of College and University Classroom Environment Inventory (CUCEI) questionnaire were used to investigate the students' classroom environment.

In answering each statement of the questionnaire, there were 4 Likert scales that had to be chosen by the students based on their own perception about their classroom environment. They are SA (strongly agree), A (agree), D (disagree), and SD (strongly disagree). Because there were positive and negative statements in the questionnaire, the both type of statement were valued in reverse manner. In the positive statements, SA has 5 point, A has 4 point, D has 2 point,

SD has 1 point. While in negative statements were given point in reverse manner. Then invalid statement (the students didn't give the check or check twice in one statement) has point 3. After the questionnaire was distributed to the students, then the students chose the responses, the point was written beside the response. After all, the result would be analyzed by adding up the answer and wrote the total.

The descriptive statistical analysis of CUCEI for the participants is shown below. The maximum score is 220, and the lowest score is 103. The mean of the classroom environment scores for the participants is 171.74 and the standard deviation is 18.047.

Table 8
Descriptive Analysis of Classroom Environment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
classroom_environment	345	103	220	171.74	18.047
Valid N (listwise)	345				

It was revealed that from the questionnaire, the three levels of classroom environment all perceived by the students with different numbers. In the table distribution of College and University Classroom Environment Inventory (CUCEI) the result showed that 115 students (33.3 %) were in high category, 208 students (60.3 %) whose score belonged to average category, thus in the low category were 22 students (6.4 %).

Table 9

Distribution of Classroom Environment

Score Interval	Category	Frequency	Percentage
180 – 245	High	115	33.3 %
114 – 179	Average	208	60.3 %
49 - 113	Low	22	6.4 %
Total		345	100 %

4.1.2 Result of Students' Academic Achievement

The descriptive statistic analysis of academic achievement for the participants is shown below. The maximum score is 4.00, and the lowest score is 1.45. The mean of academic achievement for the participants is 3.4503, and the standard deviation is 0.28468.

Table 10

Descriptive Statistics of Students Academic Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic_Achievement	345	1.45	4.00	3.4503	.28468
Valid N (listwise)	345				

The distribution of students academic achievement is presented in table 9. 3 students (0.9 %) obtained in summa cumlaude category, while 152 students

(44%) were in cumlaude category, 175 students (50,7 %) were in very good category, 12 students (3.5 %) were in good category, 3 students (0.9 %) were in enough category. The percentage is shown the following table:

Table 11
Distribution of Academic Achievement

Interval	Category	Students	Percentage
4.00	Summa Cumlaude	3	0.9 %
3.51 – 3.99	Cumlaude	152	44 %
3.01 – 3.50	Very Good	175	50.7 %
2.51 – 3.00	Good	12	3.5 %
2.00 – 2.50	Enough	3	0.9 %
Total		345	100 %

4.2 Statistical Analyses

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 classroom environment and academic achievement in all participants.
3. The statistical analysis of regression analysis between classroom environment and academic achievement in all participants.

4.2.1. Normality test and Linearity 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 Result of Normality Test

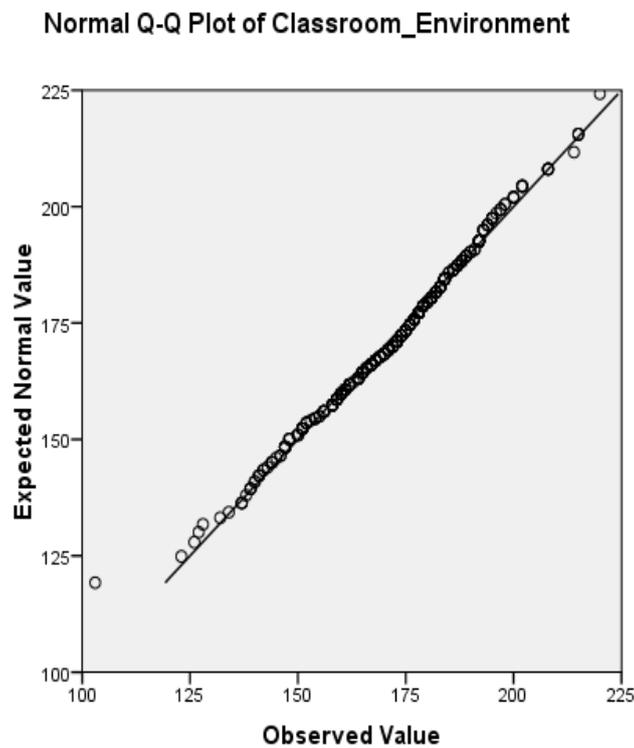
The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that both of the data variable were normal with coefficients .192 for classroom environment and .058 for academic achievement.

Table 12
Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Classroom_Environment	Academic_Achievement
N		345	345
Normal Parameters ^a	Mean	171.7391	3.4503
	Std. Deviation	18.04682	.28468
Most Extreme Differences	Absolute	.058	.072
	Positive	.029	.053
	Negative	-.058	-.072
Kolmogorov-Smirnov Z		1.083	1.332
Asymp. Sig. (2-tailed)		.192	.058
a. Test distribution is Normal.			

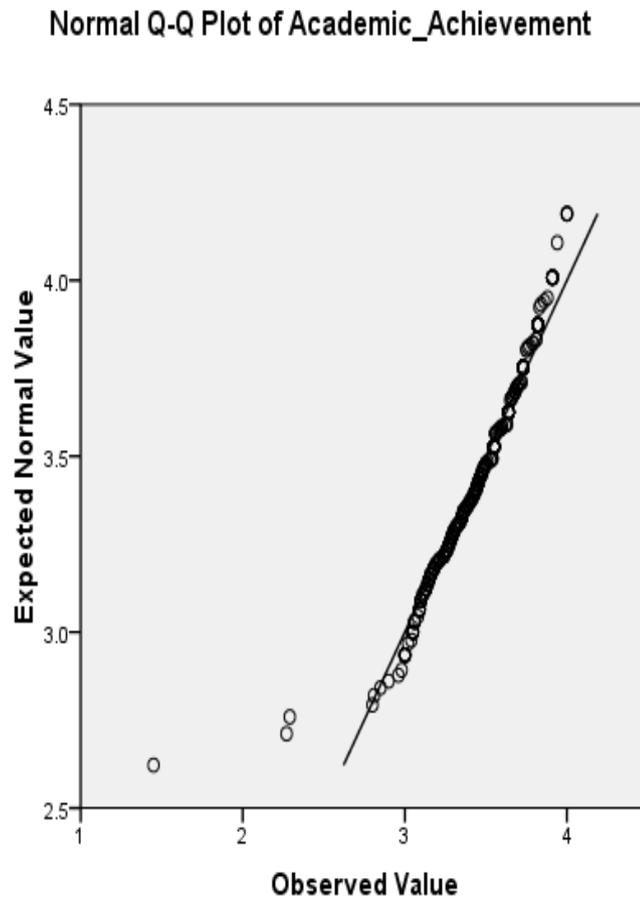
The normal Q-Q plot of each variable is illustrated in the following figures. The figure of the distribution normality of students classroom environment show that the dissemination of the score straight in the line, from lower to higher. It can be inferred that the students' classroom environment score show normal.

**Figure 2. Distribution of Classroom Environment Data
Normal Q-Q Plot of Classroom Environment**



The figure distribution of normality of students' academic achievement show that the dissemination of the score also straight in the line, from lower to higher. It can be inferred that the students' academic achievement score show normal.

**Figure 3. Distribution of Academic Achievement Data
Normal Q-Q Plot of Academic Achievement**



4.2.1.2 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 environment and academic achievement was .343. To sum up, all the data were linear for each correlation and regression.

Table 13
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic_Achievement * Classroom_Environment	Between Groups	(Combined)	8.000	72	.111	1.520	.009
		Linearity	2.442	1	2.442	33.416	.000
		Deviation from Linearity	5.558	71	.078	1.071	.343
		Within Groups	19.878	272	.073		
		Total	27.878	344			

4.3 Correlation between Classroom Environment and Academic Achievement

To answer the first research problem, Pearson Product Moment Correlation was used. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was slight relationship between classroom environment and academic achievement. The correlation coefficient or the r -obtained (.296) was higher than r -table (0.1059). Then the level of probability (p) significance (sig. 2-tailed) was .000. It means that p (.000) was lower than .05. Thus, there was significant relationship between the students' classroom environment and their academic achievement.

Table 14
Correlation between Classroom Environment and Academic Achievement

Correlations

		Classroom Environment	Academic Achievement
Classroom_Environment	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.000
	N	345	345
Academic_Achievement	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.000	
	N	345	345

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

4.4. Influence of Classroom Environment on Academic Achievement

This section answered the second research problem. By analyzing the result of descriptive statistic for the College and University Classroom Environment Inventory (CUCEI) and academic achievement.

In addition, since there was a correlation between classroom environment and academic achievement, it can be inferred that students' classroom environment has influence on their academic achievement. However, regression analysis was still used to find out if students' classroom environment influenced their academic achievement.

The results indicated that the students' classroom environment influenced academic achievement with $t_{\text{value}}(5.739)$ was higher than $t_{\text{table}}(1.967)$ with sig. value (.00) was lower than probability (.05). Therefore, there was an influence between classroom environment toward their academic achievement of English Education Study Program of UIN Raden Fatah Palembang. It means that there was an influence of classroom environment toward academic achievement.

Table 15
The Regression Analysis of Classroom Environment and Academic Achievement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.648	.140		18.852	.000
	Classroom_Environment	.005	.001	.296	5.739	.000

a. Dependent Variable: Academic_Achievement

In addition, to know the percentage of classroom environment influence on academic achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .088 or 8%.. It means that classroom environment only give influence 8 % toward academic achievement. Table 14 is shown as the result of Model Summary follow.

Table 16
Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296 ^a	.088	.085	.27232

a. Predictors: (Constant), Classroom_Environment

4.5. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a positive and significant correlation between classroom environment and academic achievement, and also an influence of classroom environment toward academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

First, based on the result of questionnaire, the three levels of classroom environment were perceived by the students with different numbers. There are 115 students (33.3 %) who score belonged to high category, 208 students (60.3 %) whose score belonged to average category, thus in the low category were 22 students (6.4 %). In other word, classroom environment of English education study program students of UIN Raden Fatah Palembang was high enough. Second, For their academic achievement, 3 students (0.9 %) whose belonged to summa cumlaude category, while 152 students (44 %) were in cumlaude category,

175 students (50.7%) were in very good category, 12 students (3.5 %) were in good category, 3 students (0.9 %) were in enough category. From the data, it can be inferred that most of the students were in very good category.

Third, the result of Pearson Product Moment Correlations was found that there was a positive correlation between classroom environment and academic achievement of students of English Education Study Program at UIN Raden Fatah Palembang ($r = .296$). This means that classroom environment had a slight relation to their academic achievement. Though it was a slight correlation, classroom environment can give an impact toward students' academic achievement. It is in line with Fraser (1998) who stated that the quality of the classroom environment is the significant determinant of students' learning.

Similarly Singh and Bennipal in 2014, in their study, found that there exist a positive relationship between academic achievement and classroom environment among adolescents of schools of Ludhiana District. In addition, a study conducted by Akomolafe and Adesua in 2015 showed that, there was a significant relationship between classroom environment and the academic performance.

Fourth, students' classroom environment gave slight influence on students' academic achievement. Students spend their time to learn mostly in the classroom, classroom is remains to be the main learning environment in an institution (Falsario, Muyong, Nuevaespana, 2014). However, it did not ensure that classroom environment take larger part in influencing students' academic achievement. In this study, classroom environment gave only 8.8% effect toward

academic achievement. It means that from 345 students, classroom environment influence 30 students academic achievement, and 91,2 % was influenced by other factors. Those factors are gender difference, teacher's education and teaching style, class environment, family education background (Mushtaq & Khan, 2012), age, peer influences, course assessment, class attendance, class size and entry qualification (Daniel, 2016).

Home environment may affect individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of academic achievement. Since no nation can rise above the level of education of her citizens (MeenuDev, 2016, p.71).

In addition, Farooq, Chaudhry, Shafiq, and Berhan (2011, p. 2) stated that, not only environment and the personal characteristics of learners that play an important role in their academic success. Socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Moreover the findings of research studies by Hijazi and Naqvi (2006, p.1) focused that student performance is affected by different factors such as learning abilities because new paradigm about learning assumes that all students can and should learn at higher levels but it should not be considered as constraint because there are other factors like race, gender, sex that can affect

student's performance. Therefore, the influence of classroom environment toward students' academic achievement was not strong.

In short, based on the data analysis researcher found that the total contribution of classroom environment and academic showed slight correlation and slight influences. Finally, this study found there was relationship and influence between classroom environment and academic achievement of English Education Study Program students of UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

5.1 Conclusions

From the findings and interpretations in the previous chapter, some conclusions could be presented. First, the correlation coefficient or the r -obtained (.296) was higher than r -table (0.1059), it means that the result indicated that there was a positive and significant relationship between classroom environment and academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang. So, the lower classroom environment as perceived by the students, the lower their academic achievement would be. Second, the findings revealed that there was a slight influence of classroom environment toward academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang. It was shown that classroom environment gave only 8 % contribution to their academic performance. So, it can be inferred that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.1 Suggestions

Based on the conclusion above, suggestions in this study are provided for the students, teachers and other researchers who are interested in further research.

1) For the students

The students need to pay attention to their classroom environment and enhance their consideration of how important classroom environment is. Because classroom environment is one of the predictor that influence their academic achievement, the better classroom environment as perceived by students, the better their academic achievement will be.

2) For the lecturers

The lecturers need to pay attention and find the information on classroom psycho-social environment that occur in the classroom. Lecturers need to help creating a better interaction in the classroom and also providing conducive learning atmosphere.

3) For future researcher

For future researchers who have interest on this study, the researcher recommended to investigate more deeply the correlation between classroom environment and academic achievement.

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**College and University Classroom Environment Inventory (CUCEI)
Questionnaire**

Name : _____ **Class** : _____
NIM : _____ **Date** : _____

This questionnaire assesses your opinion about what this class is actually like. Indicate your opinion about each questionnaire statement by giving the tick (✓) only one option in the blank, with the scale :

- SA if you **strongly agree**
 A if you **agree**
 D if you **disagree**
 SD if you **strongly disagree**

No of item	Item Statements of Classroom Environment	SA	A	D	SD
1	The instructor considers students' feelings.				
2	The instructor talks rather than listens.				
3	The class is made up of individuals who don't know each other well.				
4	The students look forward to coming to classes.				
5	Students know exactly what has to be done in our class.				
6	New ideas are seldom tried out in this class.				
7	All students in the class are expected to do the same work, in the same way and same time.				
8	The instructor talks individually with students.				
9	Students put effort into what they do in class.				
10	Each student knows the other members of the class by their first names.				
11	Students are dissatisfied with what is done in the class.				
12	Getting a certain amount of work done is important in this class.				
13	New and different ways of teaching are seldom used in this class.				
14	Students are generally allowed to work at their own				

	pace.				
15	The instructor goes out of his/her way to help students.				
16	Students 'clockwatch' in this class.				
17	Friendships are made among students in this class.				
18	After the class, the students have a sense of satisfaction.				
19	The group often gets sidetracked instead of sticking to the point.				
20	The instructor thinks up innovative activities for students to do.				
21	Students have a say in how class time is spent.				
22	The instructor helps each student who is having trouble with the work.				
23	Students in this class pay attention to what others are saying.				
24	Students don't have much chance to get to know each other in this class.				
25	Classes are a waste of time.				
26	This is a disorganized class.				
27	Teaching approaches in this class are characterized by innovation and variety.				
28	Students are allowed to choose activities and how they will work.				
29	The instructor seldom moves around the classroom to talk with students.				
30	Students seldom present their work to the class.				
31	It takes a long time to get to know everybody by his/her first name in this class.				
32	Classes are boring.				
33	Class assignments are clear so everyone knows what to do.				
34	The seating in this class is arranged in the same way each week.				
35	Teaching approaches allow students to proceed at their own pace.				
36	The instructor isn't interested in students' problems.				
37	There are opportunities for students to express opinions in this class.				

38	Students in this class get to know each other well.				
39	Students enjoy going to this class.				
40	This class seldom starts on time.				
41	The instructor often thinks of unusual class activities.				
42	There is little opportunity for a student to pursue his/her particular interest in class.				
43	The instructor is unfriendly and inconsiderate toward students.				
44	The instructor dominates class discussions.				
45	Students in this class aren't very interested in getting to know other students.				
46	Classes are interesting.				
47	Activities in this class are clearly and carefully planned.				
48	Students seem to do the same type of activities every class.				
49	It is the instructor who decides what will be done in our class.				

(Source : *Treagust, D.F. & Fraser, B, J. (1986). Validity and Use of a classroom environment instrument for higher education. National Association for Research in Science Teaching, San Francisco*)

Name
Student's Number

: SITI YULIYAH
: 1532500107

Class : PBI 4
GPA : 3.

College and University Classroom Environment Inventory (CUCEI) Questionnaire

This questionnaire assesses your opinion about what this class is actually like. Indicate your opinion about each questionnaire statement by giving the tick (✓) only one option in the blank, with the scale:

SA if you **strongly agree**
A if you **agree**

D if you **disagree**
SD if you **strongly disagree**

No	Item Statements of Classroom Environment	SA	A	D	SD	
1	The instructor considers students' feelings.			✓		2
2	The instructor talks rather than listens.		✓			2
3	The class is made up of individuals who don't know each other well.			✓		4
4	The students look forward to coming to classes.	✓				5
5	Students know exactly what has to be done in our class.	✓				5
6	New ideas are seldom tried out in this class.			✓		4
7	All students in the class are expected to do the same work, in the same way and same time.		✓			2
8	The instructor talks individually with students.			✓		2
9	Students put effort into what they do in class.	✓				5
10	Each student knows the other members of the class by their first names.	✓				5
11	Students are dissatisfied with what is done in the class.			✓		4
12	Getting a certain amount of work done is important in this class.			✓		2
13	New and different ways of teaching are seldom used in this class.		✓			2
14	Students are generally allowed to work at their own pace.			✓		2
15	The instructor goes out of his/her way to help students.	✓				5
16	Students 'clockwatch' in this class.			✓		4
17	Friendships are made among students in this class.	✓				5
18	After the class, the students have a sense of satisfaction.			✓		2
19	The group often gets sidetracked instead of sticking to the point.			✓		4
20	The instructor thinks up innovative activities for students to do.		✓			5
21	Students have a say in how class time is spent.			✓		2

22	The instructor helps each student who is having trouble with the work.			✓		2
23	Students in this class pay attention to what others are saying.				✓	1
24	Students don't have much chance to get to know each other in this class.				✗	1
25	Classes are a waste of time.	✓				5
26	This is a disorganized class.				✓	4
27	Teaching approaches in this class are characterized by innovation and variety.			✓		2
28	Students are allowed to choose activities and how they will work.			✓		2
29	The instructor seldom moves around the classroom to talk with students.				✗	1
30	Students seldom present their work to the class.	✓			✓	5
31	It takes a long time to get to know everybody by his/her first name in this class.				✓	5
32	Classes are boring.				✓	5
33	Class assignments are clear so everyone knows what to do.			✓		2
34	The seating in this class is arranged in the same way each week.				✓	5
35	Teaching approaches allow students to proceed at their own pace.		✓			4
36	The instructor isn't interested in students' problems.			✓		4
37	There are opportunities for students to express opinions in this class.	✓				5
38	Students in this class get to know each other well.	✓				5
39	Students enjoy going to this class.	✓				5
40	This class seldom starts on time.			✓		4
41	The instructor often thinks of unusual class activities.		✓			4
42	There is little opportunity for a student to pursue his/her particular interest in class.		✓			2
43	The instructor is unfriendly and inconsiderate toward students.		✓			2
44	The instructor dominates class discussions.	✗	✓			2
45	Students in this class aren't very interested in getting to know other students.				✓	4
46	Classes are interesting.		✓			4
47	Activities in this class are clearly and carefully planned.			✓		2
48	Students seem to do the same type of activities every class.			✓		4
49	It is the instructor who decides what will be done in our class.	✓				1

APPENDIX 4

Students' Cumulative GP

Students	GPA
Student 1	3.82
Student 2	3.64
Student 3	3.82
Student 4	3.51
Student 5	3.36
Student 6	3.64
Student 7	3.36
Student 8	3.64
Student 9	4
Student 10	3.64
Student 11	3.88
Student 12	3.72
Student 13	3.55
Student 14	3.73
Student 15	3.73
Student 16	3.64
Student 17	3.73
Student 18	3.55
Student 19	3.45
Student 20	3.64
Student 21	3.55
Student 22	3.55
Student 23	3.64
Student 24	3.55
Student 25	3.91
Student 26	3.55
Student 27	3.55
Student 28	3.55
Student 29	3.64
Student 30	3.47
Student 31	3.55
Student 32	3.64
Student 33	3.55
Student 34	3.55
Student 35	3.64
Student 36	3.45

Students	GPA
Student 37	3.75
Student 38	1.45
Student 39	3.82
Student 40	3.91
Student 41	3.91
Student 42	3.64
Student 43	3.64
Student 44	3.55
Student 45	3.73
Student 46	3.73
Student 47	3.82
Student 48	3.73
Student 49	3.82
Student 50	3.55
Student 51	3.55
Student 52	3.73
Student 53	3.64
Student 54	3.73
Student 55	3.73
Student 56	3.27
Student 57	3.55
Student 58	3.55
Student 59	3.64
Student 60	3.73
Student 61	3.55
Student 62	3.09
Student 63	3.64
Student 64	3.64
Student 65	3.64
Student 66	3.27
Student 67	3.73
Student 68	3.45
Student 69	3.73
Student 70	3.91
Student 71	3.55
Student 72	3.55

Students	GPA
Student 73	3.45
Student 74	3.45
Student 75	3.21
Student 76	3.21
Student 77	3.82
Student 78	3.09
Student 79	3.55
Student 80	3.55
Student 81	3.82
Student 82	4
Student 83	3.28
Student 84	3.73
Student 85	3.18
Student 86	3.73
Student 87	3.45
Student 88	3.55
Student 89	3.73
Student 90	3.91
Student 91	3.91
Student 92	3.73
Student 93	3
Student 94	3
Student 95	3.55
Student 96	3.27
Student 97	3.73
Student 98	3.55
Student 99	3.64
Student 100	3.45
Student 101	3.64
Student 102	3.64
Student 103	3.45
Student 104	3.82
Student 105	3.64
Student 106	2.27
Student 107	3.64
Student 108	3.82

Students	GPA
Student 109	3.91
Student 110	3.82
Student 111	3.73
Student 112	3.64
Student 113	3.55
Student 114	3.55
Student 115	3.73
Student 116	3.73
Student 117	3.45
Student 118	3.33
Student 119	3.14
Student 120	3.82
Student 121	3.55
Student 122	3.08
Student 123	3.36
Student 124	3.48
Student 125	3.48
Student 126	3.91
Student 127	3.73
Student 128	3.55
Student 129	3.91
Student 130	3.1
Student 131	3.64
Student 132	3.94
Student 133	3.75
Student 134	3.81
Student 135	3.28
Student 136	3.21
Student 137	3.45
Student 138	3.27
Student 139	3.3
Student 140	3.05
Student 141	3.41
Student 142	3.18
Student 143	3.83
Student 144	3.81

Students	GPA
Student 145	3.3
Student 146	3.09
Student 147	3.43
Student 148	3.18
Student 149	3.31
Student 150	3.34
Student 151	3.64
Student 152	3.39
Student 153	3.49
Student 154	3.79
Student 155	3.71
Student 156	3.19
Student 157	3.43
Student 158	3.35
Student 159	3.69
Student 160	3.68
Student 161	3.67
Student 162	3.06
Student 163	3.18
Student 164	3.56
Student 165	3.11
Student 166	3.54
Student 167	3.46
Student 168	3.38
Student 169	3.46
Student 170	3.63
Student 171	2.9
Student 172	3.66
Student 173	3.25
Student 174	3.26
Student 175	3.56
Student 176	3.29
Student 177	3.3
Student 178	3
Student 179	3.12
Student 180	3.56

Students	GPA
Student 181	3.2
Student 182	3.68
Student 183	3.15
Student 184	3.15
Student 185	3
Student 186	3.1
Student 187	3.18
Student 188	3.68
Student 189	3.54
Student 190	3.38
Student 191	3.26
Student 192	3.1
Student 193	3.63
Student 194	3.66
Student 195	3.44
Student 196	3.79
Student 197	3.06
Student 198	3.56
Student 199	3.49
Student 200	3.82
Student 201	3.09
Student 202	3.66
Student 203	3.44
Student 204	3.09
Student 205	3.76
Student 206	3.1
Student 207	3.59
Student 208	3.57
Student 209	3.13
Student 210	2.85
Student 211	3.47
Student 212	2.29
Student 213	3.29
Student 214	3.29
Student 215	3.44
Student 216	3.1

Students	GPA
Student 217	3.34
Student 218	3.5
Student 219	3.26
Student 220	3.5
Student 221	3.04
Student 222	3.48
Student 223	3.69
Student 224	3.47
Student 225	3.35
Student 226	3.24
Student 227	3.14
Student 228	3.06
Student 229	3
Student 230	3.24
Student 231	3.84
Student 232	3.5
Student 233	3.35
Student 234	3.13
Student 235	3.59
Student 236	3.38
Student 237	3.06
Student 238	3.24
Student 239	3.13
Student 240	3.53
Student 241	3.35
Student 242	3.16
Student 243	3.53
Student 244	3.68
Student 245	3.29
Student 246	3.19
Student 247	3.35
Student 248	3.48
Student 249	3.17
Student 250	3.44
Student 251	3.16
Student 252	3.45

Students	GPA
Student 253	3.24
Student 254	3.36
Student 255	3.4
Student 256	3.16
Student 257	3.64
Student 258	3.09
Student 259	3.27
Student 260	3
Student 261	3.34
Student 262	3.55
Student 263	3.42
Student 264	3.43
Student 265	3.31
Student 266	3.02
Student 267	3.59
Student 268	3.41
Student 269	3.48
Student 270	3.31
Student 271	3.28
Student 272	3.43
Student 273	3.28
Student 274	3.28
Student 275	3.69
Student 276	4
Student 277	3.42
Student 278	3.25
Student 279	3.73
Student 280	3.77
Student 281	3.4
Student 282	3.58
Student 283	3.05
Student 284	3.67
Student 285	3.7
Student 286	3.4
Student 287	3.35
Student 288	3.43

Students	GPA
Student 289	3.32
Student 290	3.38
Student 291	3.33
Student 292	3.5
Student 293	3.65
Student 294	3.3
Student 295	3.35
Student 296	2.8
Student 297	3.42
Student 298	3.4
Student 299	3.32
Student 300	3.16
Student 301	3.11
Student 302	3.15
Student 303	3.5
Student 304	3.36
Student 305	3.29
Student 306	3.66
Student 307	3.47
Student 308	3.5
Student 309	3.13
Student 310	3.42
Student 311	3.56
Student 312	3.69
Student 313	3.72
Student 314	3.46
Student 315	3.42
Student 316	3.05
Student 317	3.86
Student 318	3.22
Student 319	3.73
Student 320	3.35
Student 321	3.6
Student 322	3.14
Student 323	3.47
Student 324	3.54

Students	GPA
Student 325	3.05
Student 326	3.39
Student 327	3.48
Student 328	2.81
Student 329	3.32
Student 330	2.98
Student 331	3.6
Student 332	3.37
Student 333	3.41
Student 334	3.48
Student 335	3.05
Student 336	3.26
Student 337	3.62
Student 338	3.82
Student 339	3.47
Student 340	3.39
Student 341	3.47
Student 342	3.15
Student 343	2.96
Student 344	3.3
Student 345	3.36

Descriptive Statistics of Classroom Environment

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
classroom_environment	345	103	220	171.74	18.047
Valid N (listwise)	345				

The frequency of Students' Classroom Environment

Classroom_Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	103	1	.3	.3	.3
	123	1	.3	.3	.6
	126	1	.3	.3	.9
	127	1	.3	.3	1.2
	128	1	.3	.3	1.4
	132	1	.3	.3	1.7
	134	1	.3	.3	2.0
	137	3	.9	.9	2.9
	138	1	.3	.3	3.2
	139	3	.9	.9	4.1
	140	2	.6	.6	4.6
	141	3	.9	.9	5.5
	142	2	.6	.6	6.1
	143	1	.3	.3	6.4
	144	4	1.2	1.2	7.5
	145	1	.3	.3	7.8
	146	2	.6	.6	8.4
	147	9	2.6	2.6	11.0
	148	3	.9	.9	11.9
	150	4	1.2	1.2	13.0
	151	7	2.0	2.0	15.1
	152	4	1.2	1.2	16.2
	153	1	.3	.3	16.5
	154	3	.9	.9	17.4
	155	2	.6	.6	18.0

156	8	2.3	2.3	20.3
158	7	2.0	2.0	22.3
159	7	2.0	2.0	24.3
160	7	2.0	2.0	26.4
161	5	1.4	1.4	27.8
162	8	2.3	2.3	30.1
163	1	.3	.3	30.4
164	8	2.3	2.3	32.8
165	10	2.9	2.9	35.7
166	4	1.2	1.2	36.8
167	6	1.7	1.7	38.6
168	7	2.0	2.0	40.6
169	4	1.2	1.2	41.7
170	6	1.7	1.7	43.5
171	7	2.0	2.0	45.5
172	5	1.4	1.4	47.0
173	11	3.2	3.2	50.1
174	8	2.3	2.3	52.5
175	8	2.3	2.3	54.8
176	11	3.2	3.2	58.0
177	7	2.0	2.0	60.0
178	13	3.8	3.8	63.8
179	8	2.3	2.3	66.1
180	4	1.2	1.2	67.2
181	9	2.6	2.6	69.9
182	7	2.0	2.0	71.9
183	7	2.0	2.0	73.9
184	14	4.1	4.1	78.0
185	2	.6	.6	78.6
186	5	1.4	1.4	80.0
187	5	1.4	1.4	81.4
188	5	1.4	1.4	82.9
189	5	1.4	1.4	84.3
190	3	.9	.9	85.2
191	2	.6	.6	85.8
192	13	3.8	3.8	89.6
193	4	1.2	1.2	90.7
194	3	.9	.9	91.6
195	5	1.4	1.4	93.0
196	1	.3	.3	93.3
197	3	.9	.9	94.2

198	2	.6	.6	94.8
200	4	1.2	1.2	95.9
202	4	1.2	1.2	97.1
208	5	1.4	1.4	98.6
214	1	.3	.3	98.8
215	3	.9	.9	99.7
220	1	.3	.3	100.0
Total	345	100.0	100.0	

Descriptive Statistics of Academic Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic_Achievement	345	1.45	4.00	3.4503	.28468
Valid N (listwise)	345				

The frequency of Students' Academic Achievement

Academic_Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.45	1	.3	.3	.3
2.27	1	.3	.3	.6
2.29	1	.3	.3	.9
2.8	1	.3	.3	1.2
2.81	1	.3	.3	1.4
2.85	1	.3	.3	1.7
2.9	1	.3	.3	2.0
2.96	1	.3	.3	2.3
2.98	1	.3	.3	2.6
3	6	1.7	1.7	4.3
3.02	1	.3	.3	4.6
3.04	1	.3	.3	4.9
3.05	5	1.4	1.4	6.4

3.06	4	1.2	1.2	7.5
3.08	1	.3	.3	7.8
3.09	6	1.7	1.7	9.6
3.1	5	1.4	1.4	11.0
3.11	2	.6	.6	11.6
3.12	1	.3	.3	11.9
3.13	4	1.2	1.2	13.0
3.14	3	.9	.9	13.9
3.15	4	1.2	1.2	15.1
3.16	4	1.2	1.2	16.2
3.17	1	.3	.3	16.5
3.18	5	1.4	1.4	18.0
3.19	2	.6	.6	18.6
3.2	1	.3	.3	18.8
3.21	3	.9	.9	19.7
3.22	1	.3	.3	20.0
3.24	4	1.2	1.2	21.2
3.25	2	.6	.6	21.7
3.26	4	1.2	1.2	22.9
3.27	5	1.4	1.4	24.3
3.28	5	1.4	1.4	25.8
3.29	5	1.4	1.4	27.2
3.3	5	1.4	1.4	28.7
3.31	3	.9	.9	29.6
3.32	3	.9	.9	30.4
3.33	2	.6	.6	31.0
3.34	3	.9	.9	31.9
3.35	8	2.3	2.3	34.2
3.36	6	1.7	1.7	35.9
3.37	1	.3	.3	36.2
3.38	4	1.2	1.2	37.4
3.39	3	.9	.9	38.3
3.4	4	1.2	1.2	39.4
3.41	3	.9	.9	40.3
3.42	5	1.4	1.4	41.7
3.43	5	1.4	1.4	43.2
3.44	4	1.2	1.2	44.3
3.45	11	3.2	3.2	47.5
3.46	3	.9	.9	48.4
3.47	7	2.0	2.0	50.4
3.48	7	2.0	2.0	52.5

3.49	2	.6	.6	53.0
3.5	6	1.7	1.7	54.8
3.51	1	.3	.3	55.1
3.53	2	.6	.6	55.7
3.54	3	.9	.9	56.5
3.55	29	8.4	8.4	64.9
3.56	5	1.4	1.4	66.4
3.57	1	.3	.3	66.7
3.58	1	.3	.3	67.0
3.59	3	.9	.9	67.8
3.6	2	.6	.6	68.4
3.62	1	.3	.3	68.7
3.63	2	.6	.6	69.3
3.64	26	7.5	7.5	76.8
3.65	1	.3	.3	77.1
3.66	4	1.2	1.2	78.3
3.67	2	.6	.6	78.8
3.68	4	1.2	1.2	80.0
3.69	4	1.2	1.2	81.2
3.7	1	.3	.3	81.4
3.71	1	.3	.3	81.7
3.72	2	.6	.6	82.3
3.73	23	6.7	6.7	89.0
3.75	2	.6	.6	89.6
3.76	1	.3	.3	89.9
3.77	1	.3	.3	90.1
3.79	2	.6	.6	90.7
3.81	2	.6	.6	91.3
3.82	13	3.8	3.8	95.1
3.83	1	.3	.3	95.4
3.84	1	.3	.3	95.7
3.86	1	.3	.3	95.9
3.88	1	.3	.3	96.2
3.91	9	2.6	2.6	98.8
3.94	1	.3	.3	99.1
4	3	.9	.9	100.0
Total	345	100.0	100.0	

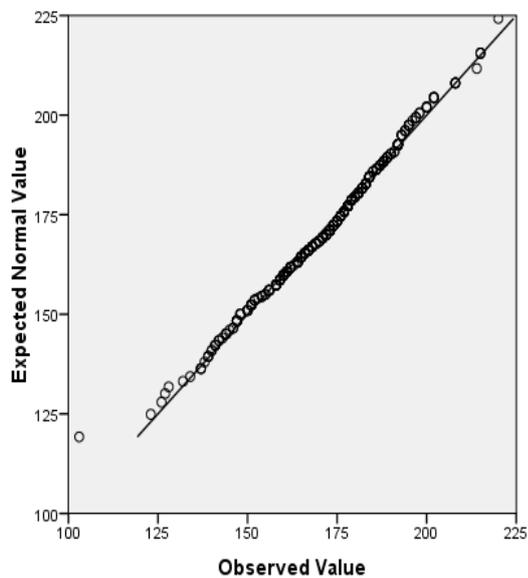
Tests of Normality

One-Sample Kolmogorov-Smirnov Test

		Classroom_Environment	Academic_Achievement
N		345	345
Normal Parameters ^a	Mean	171.7391	3.4503
	Std. Deviation	18.04682	.28468
Most Extreme Differences	Absolute	.058	.072
	Positive	.029	.053
	Negative	-.058	-.072
Kolmogorov-Smirnov Z		1.083	1.332
Asymp. Sig. (2-tailed)		.192	.058
a. Test distribution is Normal.			

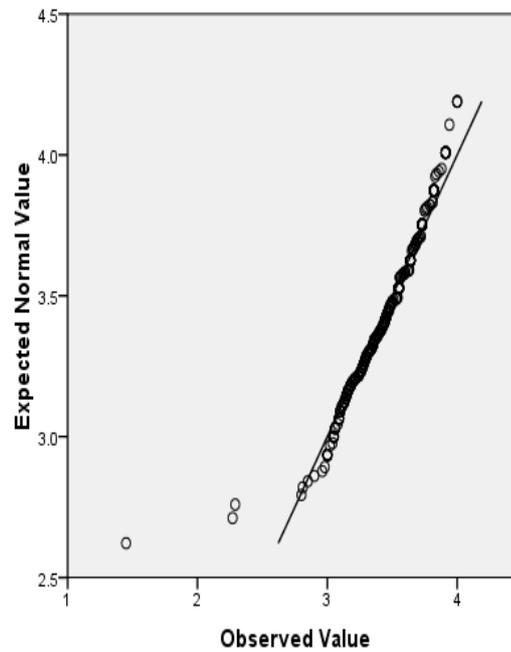
Q-Q Plot Classroom Environment

Normal Q-Q Plot of Classroom_Environment



Q-Q Plot Academic Achievement

Normal Q-Q Plot of Academic_Achievement



Tests of Linearity

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Academic_Achievement *	344	99.7%	1	.3%	345	100.0%
Classroom_Environment						

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Academic_Achievement *	Between Groups	8.000	72	.111	1.520	.009
	Linearity	2.442	1	2.442	33.416	.000
	Deviation from Linearity	5.558	71	.078	1.071	.343
	Within Groups	19.878	272	.073		
	Total	27.878	344			

Measures of Association

	R	R Squared	Eta	Eta Squared
Academic_Achievement * Classroom_Environment	.296	.088	.540	.292

**Correlation Result
Correlations**

		Classroom Environment	Academic Achievement
Classroom_Environment	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.000
	N	345	345
Academic_Achievement	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.000	
	N	345	345

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

The Regression Analysis
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.648	.140		18.852	.000
	Classroom_Environment	.005	.001	.296	5.739	.000

a. Dependent Variable: Academic_Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296 ^a	.088	.085	.27232

a. Predictors: (Constant), Classroom_Environment

DOCUMENTATION

Maret 2017



