THE CORRELATION BETWEEN CLASSROOM ENVIRONMENT AND ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MA AL-MUAWANAH PEMULUTAN

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by

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN CLASSROM ENVIRONMENT AND ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MA AL-MUAWANAH PEMULUTAN,** ditulis oleh saudara **Padli** telah dapat diajukan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

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DEDICATION & MOTTOS

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Mottos:

"If you are grateful, I will give you more". (Ibrahim: 7)

"Lucky people not always lucky, but a smart people can make their own lucky anytime."

"Knowing is not enough, we must apply. Willing is not enough, we must do".

"I do it because I can, I can because I want to, I want to because you said I couldn't. Anonymous (Taken from Mockingjay, the 3rd book of The Hunger Games Trilogy)"

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, March 8th 2017

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The writer,

P.M

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ABSTRACT

This research aimed to describe the correlation between students' classroom environment and their achievement in English subject. The method which was used in this research was correlational research. The population of the research was the eleventh grade students of MA Al-Muawanah Pemulutan in the 2016/2017 academic year. There are 65 students from two social classes as the populatio in this research. The sample was taken by using total sampling which consists of 65 students. Furthermore there were two variables in this research. The first one was students' classroom environment (variable X) and the second one was students' achievement in English (variable Y). The students' classroom environment score was taken from the questionnaire whereas the student' achievement in English was taken from scoring. Based on the data analysis, it was found that the *r*-obtained (.196) was lower than *r*-table (0.2564). then the level of probability (*p)* significance (sig.2-tailed) was .137. It means that *p* (.137) was higher than .05 . It means that null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. From the research finding, it can be concluded that there was no significant correlation between students' classroom environment and their achievement in English. It means that students' classroom environment is not a dominant factor that affects English achievement.

Keywords: classroom environment, English achievement

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background

Language can be a facility to explore knowledge, technology, art, science and culture. People use language to share the information, to give the idea, to express the feelings, to adapt in social environment, and to connect each other. So, to connect with others, every nation has its own language. English is an international language, which is learnt as a foreign language in Indonesia and also referred to the lingua franca of the world. In our country, student life has a lot of problems about language, especially English. However, English is a foreign language not second language in Indonesia, and it becomes a compulsory subject for Junior and Senior high school except Elementary school because they used English as the local content subject (Ministry of Education Indonesia, 2015).

Actually, Indonesia is one of the country in the world that is spoken English as an International language. Language is the most important aspect in the life of all beings (Development of Language). From definition above, it can concluded that language is very important for human life whenever and wherever because they need to communicate with the people that usually meet at that day and English is used for communication with them excluding Indonesian.

According to Mauranen (2009, p. 1), English has established its position as the global lingua franca beyond any doubt. By foreign language means a language as used by someone for communication across frontiers or with people who are not his countryman: listening to broadcasts, reading books or newspapers, commerce or travel. No language is more widely studied or used as a foreign language that English**.** The aim of teaching and learning English is that to the students are able to respond it well in the classroom based on the teacher's instruction. So many people in the world speaks English for communication in the International or global area such as for business, economic importance, education, politics, industry, technology and science etc.

Based on Crystal (2003) as cited in Lauder 2008, p. 10) claims that, there are around 1,500 million speakers of English worldwide, including around 329 million L1 speakers, 430 million L2 speakers, and about 750 million speakers of English as a foreign language. It means English has the biggest impact than another language and it can compare.

According to Harmer (2007), there are four skills of the English language demand considerable language activation on the part of the learner; the brain is engaged with the texts learners interact with. Mastering this language is not a simple thing to do. There are some skills that should be learnt and practiced, such as, speaking, writing, reading, and listening. By learning and mastering those four skills, learners are expected to be able to gain English appropriately and actively. Usually Indonesian students use English during the lesson in the classroom area. Hamra and Syatriana (2010, p. 27) argue that English is the first foreign language

in Indonesia. Based on Jackson (2013) as cited in Fathmawati 2016, p. 1) claims, English in Indonesia is rarely used in the society or daily activities. Even though, in this global era, sometimes students talk each other in the classroom usually using English in their conversation with the teacher or their classmate, but some of them still have some mistakes in it, such as grammar error in their speech. Some of Indonesian students' lack of vocabulary even in the limited control of simple vocabulary, makes frequent errors, speak with inaccurate rising intonation, and sometimes they cannot be able to elaborate on ideas and opinions.

Furthermore, related to Rani, Abidin and Mei (2013, p. 1), English is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Moreover in Indonesia, English has been implemented by the government from the junior high school to the college levels.

On the other hand in newest curriculum in Indonesia or Kurikulum 2013 for the elementary schools they only include English as the local content subject not compulsory subject itself. To anticipate the trend of globalization and stiff competitiveness from another country, the next teacher of English must have a good solution, and as the best effort to avoid these problems are about teaching of English from the early level. The people cannot fully blame the government for this problem.

Junior and senior high school in Indonesia are apply English as the compulsory subject and also English has been including as one of the subjects in the final examination from long time ago until now, as officially related to Ministry of Education Decree No. 19/2015. The one important thing in English

national examination score is about graduation percentage of a certain school and it's determined by the students' English score. However, both of schools and students determined the score of English subject in national examination. When some of the students cannot pass grade for the English subject, the graduation of school will be decreased. A recent study from Riasha (2014) focusing on the students' English national examination score from 2012/2013 of SMK NU Ma'arif Kudus, showed that the students' English achievement did not show the promising result, and some of the results in national examination from 2012/2013 show negative progress. Study conducted by Ekowati, Ardi, Darwis, Pua, & Dirawan (2014), revealed that students' national exam score in 22 schools in South Central Timor from 2009 and 2010 and based on their study, it showed that the one subject in national examination is English that showed low achievement.

In relation to this, Wei & Elias (2011) state that students' low English achievement can be caused by many factors such as motivation. But another factor which influences students' English achievement are students circle such as their parents, economic status, family status, home environment, or classroom environment. Klem and Connel (2004) found that schools which provide some conditions including high standard for academic learning and conduct, meaningful and engaging pedagogy and curriculum, professional learning communities among the staff, and personalized learning environments are more likely to have students who are engaged in and connected to school.

> "Classroom environment is the culture that can be the place to study and learn about knowledge. The interactions between students and teacher, and among the students themselves occur in the classroom is the important thing in activities students' learning development." (Vygotsky 1978, as cited in Wei & Elias, 2011, p. 240).

Furthermore, the study conducted by Fathmawati (2016) to the eleventh graders of state senior high school in Indralaya found that the students' perceptions of classroom environment were correlated positively to students' English achievement. It means that the higher classroom environment as perceived by the students is, the better English achievement will be. Positive classroom environment is an environment where students feel safe, nurtured, and intellectually stimulated. Classroom environment is defined as the type of environment that is created for students by the school, teachers and peers. So, positive classroom environment plays big role as a key factors for students in learning English positively. Actually this environment includes the physical (facilities and media) and social environment (students relationship with their friends and teachers).

Therefore, students' classroom environment plays an important role in students' English learning development since it is the place where process of learning occurs. For the students who fail the English subject is probably because they do not engage in classroom activities sufficiently. Actually both students and teacher are the experts of their classroom. Related to Gazin (1999) claims that the teacher use of his/her classroom environment as a behavior management technique can stage for productive learning. It means all the teachers are the remote for classroom environment they can manage the classroom to make the

best learning then. The teacher can modify the environment to achieve these results, and without giving attention to the classroom environment the teacher is a leader to set up their students up to be more successful.

This phenomenon perceived by most of English teachers in Junior and Senior High School in Indonesia, particularly in Palembang. In MA Al-Muawanah Pemulutan the school facilities and media for learning English are English laboratory, English textbooks, English cassette and many other teaching media which are suitable for teaching and learning English positively. Besides that, for the social environment the students at MA Al-Muawanah have good relation with the teacher and also their classmate (Al-Muawanah School Administration in academic year 2016/2017). Based on the informal interview with the eleventh grade students of MA Al-Muawanah Pemulutan as the researcher preliminary observation, most of the students had low motivation in learning English in and out the school, some of them could not concentrate well during learning Engish process, the students made a best friendship among themselves in the class, and also most of them did not know about their level in English achievement for that period.

Another day, the researcher tried to took an informal interview with the teachers of English in MA Al-Muawanah Pemulutan, she had a problem when teaching English in the class and the problem were various from the other students, she said that the students were lazy to do the task assignment, 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 finish. So that based on the phenomenon above, researcher found a problem in learning process for students in the classroom. These problems influence their motivation to know participate actively in English classroom. The classroom environment is the important determinant of students' learning in educational system.

This situation is supported by Haqza (2015) who examined the motivation in learning English of Eleventh grade students of MA Darel Hikmah. She revealed that the students have individual needs when learning English such as meaningful interactions with their learning environment. Rahmi and Diem (2014) also found that the school required their students to use English everyday either in or out of the classroom with the hope that these excellent English competencies needed for their future education. Therefore, it is most importance to find the correlation between students' perception of classroom environment and English achievement, and to identify the best predictor of their English achievement.

In this study, the researcher is interested in investigating the correlation between classroom environment and their English achievement. A study done by Rahmi and Diem (2014) to the 55 different school of Junior high school in Palembang found that majority of the students perceived their classroom as having affiliation, and the more conducive classroom environment as perceived by the students, the better their English achievement will be. Besides that, another study done by Hannah (2013) they investigated about the effect of classroom environment on students learning and based on the data she found that teacher is a crucial or remote for the best environment in classroom and for the best learning.

Consequently, based on the descriptions above, the researcher is interested in finding out *"The Correlation between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan"*

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 environment and English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan?
2. Does classroom environment influence English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan?

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 any significant correlation between classroom environment and English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan.
2. To know if classroom environment influence English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan.

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, especially understanding the students' classroom environment related to their English achievement.

It will be beneficial for the English teachers in helping their students in learning English by considering classroom environment to encourage and involve them to the lessons without being anxious and afraid. This study might also guide the teachers to manage and control the students' in English subject such a way that helps in improving the students' achievements. The results of this study are also expected to give information and knowledge about the influence of classroom environment in learning English. And also it will give information to the teacher about the importance of the role of classroom environment to English achievement.

Therefore, this study hopefully can help the students to know about the importance of their interaction and participation among themselves and the teacher.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 English 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 researcher himself will get some

knowledge and more experience from this study especially about creating an ideal classroom environment 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 environment, (4) the concept of classroom environment. (5) factors affecting students' classroom environment, (6) the concept of English achievement, (7) factors affecting the achievement, (8) the factors influences students English achievement, (9) the relationship between, (10) TOEFL Junior Standard test, classroom environment and English achievement, (11) previous related studies, (12) hypotheses, and (13) criteria of hypotheses testing.

2.1 The Concept of Correlational Research

Simon and Goes (2011), claim 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. Usually some of the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. However, the main purpose of a correlational study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used make predictions to a population. Through statistical analysis, the relationship will be given a degree and direction. It means the degree of relationship determined how closely the variables are related.

This is usually expressed as a number between -1 and +1, and is known as the correlational coefficient. A zero correlation indicates no relationship. As the correlation coefficient moves toward either -1 or +1, the relationship gets stronger until there is a perfect correlation at the end points. The significant difference between correlational research and experimental or quasi-experimental design is about the causality cannot be established through manipulation of independent variables.

According to Cohen, Manion, and Marisson (2007, p. 536) the meaning of a given correlation coefficient can be seen below:

Table 1
The Degree of Correlation Coefficient

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

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

2.2 The Concept of Classroom

Based on Talton & Simpson (2007) as cited in Joanna 2009, p. 10) claim the classroom is a basic structural unit of our educational system. It is a miniature community in which members' interest influences the behaviour of others. Classroom is a room in a school in which a class of students is taught. Classroom environment is the place around the school and usually students spend most of their time in it during the study process. Teacher is the person who can observe

the students' activity in the classroom and he/she can control them, and the condition of classroom can influence students' final result.

According to Joanna (2009, p. 25) classroom is an important place in the operation of a school. It holds students together and offers them the opportunities of achieving the purpose of education. A greater part of educational activities of any school occurs in this room. Learning experience is coordinated and various types of instructional efforts are housed here. Nonetheless, based on Akubue (1999) as cited in Joanna 2009, p. 25) describes the classroom as a base for all types of activities. In addition, the classroom is a place for interaction among teachers, materials and students. These interactions create an environment known as classroom environment.

2.2.1 Characteristic of an Effective Classroom

Classroom teacher practices are key to the success of English learners (ELs) in elementary school (Haynes, 2016). Related to Wojcicki (2002), there is shared control in the clasroom, means the students have a say in the learning process and in the curriculum, within reason. Teachers think that if they remember to celebrate the birthdays of students they are caring about that student on a personal level. While that is a step in the right direction, just having birthday celebrations does not make a student feel like they are part of a group. There needs to be regular daily interaction with students. Meannwhile Ministry of Education, Guyana (2014) state that there are six characteristics of an effective classroom, and those are would be the most conducive to learning:

a. Behavioral expectations are clear

Students need to understand their teacher's expectations for their behavior while in class. Students should understand exactly what the consequences are for misbehavior. Further, teachers should enforce rules consistently and fairly (Kelly, 2017). On the other hand Catapano (2009), states that there's no doubt that the clearer the rules and expectations are, the more likely students will be to learn. Rules define the parameters of behavior for students, so they know what's expected of them and also what behaviors are "Out of bounds." When these rules are clearly defined, students are more likely to understand and abide by them.

b. Assignment and assessment expectations are clear

According to Kelly (2017), 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. Finally, grading should be completed quickly so that students have feedback from which they can review for quizzes and exams. On the contrary Stronge (2007) says that effective teachers have a sense of how each student is doing in the classes that they teach. When a student is having difficulty, the teacher targets the knowledge or skill that is troubling the student and provides remediation as necessary to fill in that gap.

c. Students are engaged

Ministry of Education, Guyana (2015), Classroom management includes various aspects, but one of the most vital is that the students are engaged. A well-managed classroom will keep the students engaged at all times in the learning process. Students are involved in the learning process, which helps foster higher-level thinking skills in students. Teaching creatively can be a major factor in student engagement because a lesson that is not interesting will cause the students to stop listening and become distracted. A more **creative teaching method will capture the student's attention and allow them to focus. Beside that, Kelly (2017**) states that 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.

d. Learning is student centered

According to McCarthy (2015), student-centered classrooms include students in planning, implementation, and assessments. Teachers must become comfortable with changing reviews their leadership style from directive to consultative 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 (Kelly, 2017).

e. Instruction is varied

Related to Kelly (2017), 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

One key way to involve students in their learning is to ensure the material speaks to them. Based on Kelly (2017), 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 Strategies for Building Positive Classroom

According to Raffaelli (2014), there are many ingredients that go into making a thriving learning environment. And whether it's the first year in education or thirtieth, the first days, weeks, and months of the school year are the time to create the learning environment that the teachers want for his/her students. Every day as millions of students go to school, their parents and caretakers hope

these young people will be treated with care, valued, inspired, and educated. Students hope they will get along with their peers and teachers, have their work measure up, and enjoy the process of learning. These hopes define positive classrooms for parents and students. Related to Allred (2008), the accountability requirements of No Child Left Behind have created a different definition of positive classrooms for many educators.

For them, positive classrooms have come to mean places where students arrive at school ready to learn; work diligently to master academic standards (particularly math and reading); go home and accurately complete homework; and return to school the next day eager to learn more. Often, teachers are so focused on ensuring that students pass achievement tests that they have little or no time to address students' social and emotional needs.

On Schibsted (2009) found that most teachers feel that educators can address even major threats to safety, such as gangs, fights, and student conflict, only by building positive relationships within the school. Also, less than 45 percent of teachers said that suspensions are effective, while 80 percent said that classroom-management training, conflict resolution, guidance counseling, and mediation are effective for improving discipline. By implementing the following seven strategies Allred (2008), we can combine the need for positive classrooms that support the whole child with the need for accountability and improved academic performance, and they are:

a. Make learning relevant

According to Taylor, Desmond, Grieshop, and Subramaniam (2003), improving relevance is a major concern for basic education particularly when dealing with rural areas. While in many countries including agriculture as a component of primary school education has acquired a poor reputation, innovative approaches linking learning to students' environments seem to open new avenues both in developed and developing countries. Based on Allred (2008), students are more engaged in learning and retain knowledge better when they see that it is relevant and vital to their own success and happiness. By discovering students' talents, learning styles, and interests, teachers can adjust teaching methods and strategies.

b. Create a classroom code of conduct

A positive and productive classroom requires a common understanding of positive and negative behaviors. To establish this understanding, teachers ask students to identify the ways they like to be treated. This discussion elicits lists of behaviors that are respectful, fair, kind, and empathetic. Together, teacher and students conclude that treating others the way you want to be treated is the best code of conduct, and they agree that this code will dictate the behaviors that are appropriate for their classroom (Allred, 2008).

c. Teach positive actions

Acording to Allred (2008), the teachers need to teach students positive behaviors in a thorough, consistent, systematic way; and they cannot assume that students just know them. The Positive Action curriculum covers the following concepts: the importance of doing positive actions to feel good about yourself, positive actions for a healthy body (such as nutrition, exercise, and sleep), positive actions for the intellect (such as thinking, decision-making, and problem-solving skills), positive actions for self-management (such as managing time, energy, emotions, and other personal resources), Positive actions for getting along with others (such as treating others fairly, kindly, and respectfully), positive actions for being honest with yourself and others (such as taking responsibility, admitting mistakes, and not blaming others), and the last positive actions for improving yourself continually (such as setting and achieving goals).

d. Instill intrinsic motivation

According to Briggs (2013), intrinsic motivation is motivation that stems not from external factors like grades and status, but rather from genuine interest and ambition. Like altruism, it assumes no reward. But like altruism it is difficult to corroborate. People need to feel good about themselves. With practice, students learn that if they have a negative thought, they can change it to a positive one that will lead to a positive action and a positive feeling about themselves a powerful intrinsic

motivator. With repeated reinforcement by the teacher, this simple explanation helps students understand and improve their behavior in any situation (Allred, 2008).

e. Reinforce positive behaviors

Based on Adamson, Kilpatrock, Smith and DePaepe (2015, p. 1) educators utilize numerous behavioral strategies on a daily basis when working with students on academic skills. One effective, but simple strategy that is often overlooked is positive reinforcement. Positive reinforcement is a means of identifying and teaching a specific behavior to a student with the intention of seeing an increase in the desired behavior. Teachers can strengthen intrinsic motivation by recognizing and positively reinforcing positive actions when they see them. Recognition activities and items such as tokens, stickers, and certificates can be effective. But when teachers or other staff use this strategy, it's important that they recognize the positive behavior, ask how it made the student feel, and tell the student the extrinsic reward is a *reminder* of that good feeling (Allred, 2008).

f. Engage positive role models

Related to Allred (2008) states that families and community members are concerned about their children's welfare, often want to be engaged in their children's education, and have resources to offer. Educators can integrate them into many classroom and school activities, such as curriculum activities, assemblies, committees, after-school events, and homework. Furthermore, Mitchell (2011) role models come into

young people's lives in a variety of ways. They are educators, civic leaders, mothers, fathers, clergy, peers, and ordinary people encountered in everyday life.

g. Always be positive

Perhaps the most important strategy, yet often the most difficult to carry out, is to be positive from classrooms to playgrounds, during school and after. There is always a positive way to respond to a situation. A positive attitude is the change agent that will create positive classrooms and schools that produce happy and successful students (Allred, 2008).

Moreover, it is challenging to implement all of these seven strategies continuously and well. For schools looking for a tool, the positive action program is one proven approach. The program provides an easy-to-use curriculum for teachers at each grade level; a principal component for developing school climate; and kits to facilitate the involvement of counselors, families, and communities.

2.3 The Concept of Environment

The environment is the context in which the system we are interested in is found. Strictly speaking, it is whatever is not included in our definition of the system. In developing a systems perspective we describe a system in relationship to its environment, and how changes in the environment affect the system (New England Complex Systems Institute, 2011). So, environment literally means surrounding and everything that affect an organism during its life time is collectively known as its environment. On the other hand, Gallopin (2008) says that the environment of a system can be progressively specified in a logical

sequence from the primitive concept of "everything that is not the system" through the concepts of substantial environment, of another system that influences the system under consideration, of another system coupled to elements of the considered system, of "influencing" and "influenced" environments, and culminating with the concept of environmental system.

Some people idolize a successful individual while others look to family or social context for the reasons of success. Some people would assign criminal responsibility to an individual person, and advocate punishment or therapy, while others would assign the responsibility to the environment, and advocate changing societal context or conditions.

Based on Hueting, Reijnders, Boer, Lambooy and Jansen (1998, p. 1) environmental functions are defined as possible uses of our natural, biophysical surroundings that are useful for humans. Uses can be either passive or direct and practical. The 'services' of environmental functions are defined as their possibilities or potential to be used by humans for whatever end. Some functions can be conceived as consumption goods, others as capital goods. The more difficult problem of recognizing the interplay of system and environment is part of a systems approach.

2.3.1 The Physical Environment

The physical environment is an important determinant of consumer psychology (e.g., disconfirmation and satisfaction) and behavior (e.g., patronage and word-of-mouth) when a service is consumed primarily for hedonic purposes and when customers spend moderate to long time periods in the atmospheric place

(Ryu & Jang, 2007). The physical environment has continued to appear in contemporary studies as an influence on behavioral and academic outcomes. Current studies of the physical environment have investigated aspects such as class composition, class size, and classroom management (Miller & Cunningham 2011).

Moreover, Xu (2015) states that Classroom physical environment is closely linked to psychological environment, and its arrangement will affect individual psychological factors, for instance, classroom lighting and ventilation can impact students' visual and auditory function; the clean and tidy of classroom can also affect students' mood. But this paper mainly emphasizes classroom seat model in physical environment.

Children's reading abilities, cognitive development, physiological indicators, and motivational tasks are affected by exposure to noise. The most common noises that children are exposed to are transportation (e.g. cars, airplanes), music and other people (Kopko 2007, p. 1).

Research has found that classrooms with highly cooperative groups appear to have students with more positive perceptions of fairness in grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores. Female students have been found to prefer collaborating with other students when studying and resolving problems and they have a stronger preference for teacher support than male students (Miller & Cunningham, 2011). The primary school environments tend to use collaborative strategies more

frequently and have higher levels of teacher involvement and support than is found in secondary schools.

Studies about class size have examined how class size influences student and teacher behaviors. In general, smaller classes are associated with students who are less stressed and are more frequently on-task with fewer reported behavior problems than students in larger classes. Related to Blatchford, Bassett, Goldstein, & Martin, (2003) claim that smaller classes have positive effects on pupil academic performance, if introduced immediately after school entry, that is, with the youngest children in school. However, it is now recognized by many - and not just critics of class size reductions - that in order to better understand the effects of class size, and help facilitate better classroom environments and effectiveness, we need to know more about effects on what goes on in classrooms, that is, classroom 'processes' such as interactions between teachers and pupils and pupil behavior.

Although teachers tend to use similar instructional strategies whether teaching large or small classes, there is some evidence to suggest that more class time is spent on administrative tasks for larger classes, leaving less time available for instruction (Miller & Cunningham, 2011). Some research has suggested that differences in academic outcomes based on class size are due to differences in student behaviors.

Overcrowded facilities, too many students in certain classes, and lack of teachers' assistants are three major issues cited as potentially creating problems due to increased stress levels of students and increased teacher-reported

incidences of behavioral problems. These increased stress levels and behavior problems found in larger classrooms are frequently accompanied by lower levels of academic achievement. Moreover, Gaitaniella (2004) says that one of the focuses of many examinations of classroom environment has been on teacher behaviors, specifically teacher development and school culture and how these components affect classroom environment.

Many researchers have observed that large classes, with 30 or more students, tend to have a larger number of students off task more often with fewer students engaged with the teacher than children in small classes of 20 students or less (Miller & Cunningham, 2011). Yet there may be a social cost for students in small classes; other researchers found that smaller classes also had high incidences of children engaging in a social and exclusionary behavior. Whether students are engaging in on-task or disruptive behavior can also be influenced by effective classroom management instructions and consistency of teacher enforcement.

2.3.2 The Psychological Environment

According to Xu (2015, p. 1) classroom psychological environment means the sum of various potential environmental factors with the actual impact in classroom teaching, which mainly consists of classroom psychological atmosphere, interpersonal relationship, students' psychological factors and collective norms. Beyond the physical arrangement of a classroom a psychological environment is also created, based on the interaction of key players in the classroom, namely students and teachers. Studies have been particularly

concentrated on student class participation rates, teacher support, and communication of learning goals (Miller & Cunningham, 2011). Many teachers equate student engagement and on-task behavior with classroom participation, typically a top concern for teachers.

Whereas girls are more likely to participate as part of the relational responsibility they feel toward the teacher, boys tend to respond more often if they feel the class is interesting and less often if the class is perceived as boring—indicating that for these students, teachers may be equally responsible for the participation level and learning. According to Miller & Cunningham (2011), most studies have found that boys speak out in class about three times as frequently as girls do; however, both genders typically perceive girls as better class participants. Both boys and girls seem to indicate a need for relational aspects to be present in order for this type of participation to occur; however, whereas girls more frequently participate by responding to teachers' questions, boys are more likely to participate as a means of obtaining attention or being noticed by the teacher.

The notion of feeling supported as students has also been extensively examined in the classroom environment literature. Based on Patrick, Ryan, and Kaplan (2007) found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. The perception of a climate of mutual respect is required in order for students to increase their use of effective study strategies and increase feelings of confidence about their ability to successfully complete assignments. Furthermore, when students perceive that they receive

emotional support and encouragement from their teachers and academic support from their peers they are more likely to be on-task in the classroom and use self-regulated strategies.

Nonetheless, Miller and Cunningham (2011) found that some students and classrooms are more focused on obtaining grades than on mastery of objectives; these students and classrooms are said to be performance oriented rather than mastery oriented. Students in classrooms where performance is emphasized are more likely to engage in cheating, avoid help-seeking, and exhibit lower levels of academic engagement. In contrast, students who are in a classroom where the focus is on learning and improvement demonstrate higher levels of self-efficacy and engagement as well as more positive affect.

2.3.3 Social Environment

According to Barnett and Casper (2001), human social environments encompass the immediate physical surroundings, social relationships, and cultural milieus within which defined groups of people function and interact. Components of the social environment include built infrastructure; industrial and occupational structure; labor markets; social and economic processes; wealth; social, human, and health services; power relations; government; race relations; social inequality; cultural practices; the arts; religious institutions and practices; and beliefs about place and community. The social environment subsumes many aspects of the physical environment, given that contemporary landscapes, water resources, and other natural resources have been at least partially configured by human social processes.

2.4 The Concept of Classroom Environment

Based on Creemers and Rezigt (1996) as cited in Haqza 2014, p. 9) claim that the classroom environment is the setting in which students' learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere, and norms and values. As Vygotsky's theory of social cognitive development (1978, as cited in Wei & Ellias, 2011 p. 240), the classroom environment can be determines the students' learning development. And they're also claims that classroom environment is the culture for student' learning development in taking place to study and learn about prior knowledge. There are a lot of activities during the students' learning development such as the interactions between students and teacher or among the students themselves. In other words, classroom environment means a culture that teaches students how to think and acquire knowledge.

قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: كُلُّ مَوْلُودٍ يُولَدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ

أَوْ يُنَصِّرَانِهِ يُمَجِّسَانِهِ

Means: Every child is born in a state of 'nature'. Thus, both parents (representing the environment) to make it Jewish, Christian, or Zoroastrian. (HR. Bukhari)

Based on the hadits above, the process of children' personality is influenced by some factors. However, based on Islamic perception about influences of children' environment in the formation of character or personality. Indeed, when the people are discussing about the environmental assessment they has at least three environments relation to education. The first one is family environment, it means the people who stay or live near the children such as

parents, siblings, cousins etc. The second is school environment or classroom environment, so many people stay or live near the classroom environment such as their classmate but the important one is a teacher. The last is society environment, it means their friends outside the classroom. Within the scope of Islam, it means what extent Islamic environment in contributing to take care of his flock in order to stay in the way of Allah SWT from a review of Islamic education philosophy and Islamic education environment in the formation of character. So, both Islamic and general role in the children' environment can influences the children itself based on their way.

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. Besides that, Miller and Cunningham (2011) also define that classroom environment is divided into some scopes such as the physical environment, classroom climate, the psychological environment, and the role of teacher in classroom environment. Physical environment has continued to appear in contemporary studies as an influence on behavioral and academic outcomes, and physical environment is the physical condition of the classroom. It includes some aspects such as class composition, class size, and classroom management. 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. Psychological environment can be referred as the classroom condition in term psychologically. Based on the importance of the classroom environment explained above, the biggest effect for students' outcome is about the consideration of some influences in classroom environment.

There are so many instruments in measuring the classroom environment. According to Fraser (1998), research conducted over the past 30 years has shown that the quality of the classroom environment is a significant determinant of student learning. Meanwhile, classroom environment describes the historically important and contemporary instruments such as 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 Survey (CLES), and What Is Happening In This Class (WIHIC) questionnaire. Based on nine classroom environment instruments above, Fraser (1998) said that:

> "The WIHIC questionnaire brings parsimony to the field of classroom environment by combining modified versions of the most salient scales from a wide range of existing questionnaires with additional scales that accommodate contemporary educational concerns (e.g. equity and constructivism)" (Fraser, 1998, p. 13)

The WIHIC consists of 7 scales and 56 items. Those 7 scales involve Student Cohesiveness (SC), Teacher Support (TS), Involvement (I), Investigation

(IN), Task Orientation (TO), Cooperation (CO), and equity (EQ) (Khine 2011). See Table below:

Table 2
The Description of Scales in WIHIC Questionnaire

Scale	Description	Item
Student Cohesiveness (SC)	Extent to which students are friendly and supportive of each other	I make friendships among students in this class.
Teacher Support (TS)	Extent to which the teacher helps, befriends, and is interested in students.	The teacher takes a personal interest in me.
Involvement (IV)	Extent to which students have attentive interest, participate in class and are involved with other students in assessing the viability of new ideas.	I discuss ideas in class.
Investigation (IN)	Extent to which there is emphasis on the skills and of inquiry and their use in problem solving and investigation.	I carry out investigations to test my ideas.
Task Orientation (TO)	Extent to which it is important to complete planned activities and stay on the subject matter.	Getting a certain amount of work done is important.

Cooperation (CO)	Extent to which students cooperate with each other during activities.	I cooperate with other students when doing assignment work.
Equity (EQ)	Extent to which the teacher treats students equally, including distributing praise, question distribution and opportunities to be included in discussions.	The teacher gives as much attention to my questions as to other students' questions.

(Source: Fraser, Fisher, and McRobbie 1996)

2.4.1 Positive Classroom Environment

According to Fleming & Younger (2012), a positive classroom environment is essential in keeping behavior problems to a minimum. There are a number of ways in which teachers can create positive classroom environments. It is essential for teachers to start the school year with high expectations in order to guarantee a positive climate. To ensure an atmosphere of success, teachers must explain why expectations are important.

By allowing and encouraging parents to be involved within the classroom; students and parents feel that what is occurring in the classroom is important. Parental involvement in the classroom and in their child's education are two factors that play a crucial role in having a successful school year as well as having a positive classroom environment.

Establishing a positive classroom environment where students are respectful of themselves and others will help reduce the risk of conflict. There are a number of professional development resources available through Student Services Division that can assist teachers to develop their skills in this area (Queensland Government, 2017). To ensure a positive classroom environment, teachers must explain why expectations are important. Students must also have an input in the development of a positive environment.

Based on Andrews (2008) as cited in Fleming & Younger 2012, p. 3) claims this involvement will allow them to become stakeholders in the learning process and encourages an atmosphere of shared beliefs. A positive classroom environment is essential in keeping behavior problems to a minimum. It also provides the students with an opportunity to think and behave in a positive manner. Related to Frasher & Picket (2010) as cited in Fleming & Younger 2012, p. 2) claim positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings. The classroom environment can be defined in terms of the students' and teachers' shared perceptions in that environment.

2.4.2 Conducive Classroom Environment

Based on Singh (2014, p. 1) schools are institutional spaces for communities of learners, including both students and teachers. Education to be effective in schools, the environment needs to be conducive to learning, allowing the pupils space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved

through effective classroom organization, interactive and whole school displays and a climate of innovation. Learning is directly linked to stimulants available in schools. Two schools were selected to find out the stimulants available that affects the learning of the students in schools. Teacher's behavior, good infrastructural, excursions were found out to be major stimulants in the schools for students whereas the methods of teaching like conducting activities, discussions, demonstrations were also considered as an important factors bring students to the classrooms. So, 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).

2.4.3 The Role of the Techer in the Classroom Environment

According to Ministry of Education, Guyana (2015), teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that,

teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. And the steps are: teaching knowledge, creating classroom environment, role modeling, mentoring and signs of trouble (Ministry of Education, Guyana 2015). Some researchers recommend that professional development for new teachers should include intense mentoring and teaching partnerships that reduce isolation and form productive and meaningful relationships with other adults in the school community.

Based on Miller & Cunningham (2011), many examinations of classroom environment have been on teacher behaviors, specifically teacher development and school culture and how these components affect classroom environment. Some research suggests that due to the complexity of cultivating an effective classroom environment, it may be beyond the developmental scope of the newly graduated teacher.

Although most classroom environment studies are by definition limited to classrooms, a few studies have investigated the impact of the school culture on classroom environment. Findings suggest that schools with an authoritative culture (e.g., clear direction, delegation of responsibilities, accountability to and from all) tend to be judged by students and teachers as being successful (Miller & Cunningham, 2011). Schools that lack leadership or have a culture of multiple micro-conflicts tend to be perceived by students and teachers as undermining educational gains.

2.5 Factors Affecting Students' Classroom Environment

According to Walgito (2002) as cited in Haqza 2014, p. 11) there are several factors that affect the students' classroom environment in the term of perception, namely:

1. Performers perception

   The interpretation of an individual to an object will be heavily influenced by personal characteristics, such as attitudes, motives, interest, past experiences, and expectation. Need or motives stimulate individuals who will not be satisfied and have a strong influence on their perception. For example: like a builder will pay more attention to perception if people than a cook, a man preoccupied with personal problems can be hard to devote attention to other people, etc.

2. Targets or objects of perception

   Movement, sound, size, and other attributes of the target will shape the way they view it. For example: an image can be viewed from different perspectives by different people. Another example is the tribe or the same sex, likely perceived to have the same or similar characteristics.

3. Situation

   The situation also affects the perception of us. For example, a woman had reason might not be too 'seen' by the man when he was in the mall, but if he is in the market, it's quite possible that the men would see. The factors that determine the perception are divided into two, namely: functional and structural factors.

a. Functional factors

Functional factors are factors derived from the needs, past experience and other things which include what we refer to as personal factors.

b. Structural factors

Structural factors are factors derived solely from the physical nature of the stimulus to the nerve effects on the nervous system caused by individuals.

In addition, the way students look at the condition of classroom will influence the conclusions or decision that the student make. For example, if the students' perceptions are good, it may also result the success in learning process, and it will show the good result in their learning outcomes.

2.6 The Concept of English Achievement

Related to Fitriah (2009, p. 14), achievement is an amount of lessons that the students have got through an instructional process in the particular class for several times. According to Abisamara (2000), achievement is the quality and the quantity of a students' work. By learning, students will get much information. To measure what the students get from the learning process in the classroom, they have to take a test. Then, the result of the test will be their academic achievement. Besides that, Algarabel and Dasi (2001, p. 46) stated that achievement is the competence of a person in relation to a domain of knowledge.

In other words, academic achievement has strong relation to the English achievement itself. Based on Bala (2011) as cited in Gupta 2014, p. 88) claims, academic achievement has always been the center of educational research and it is also the most important goal of education. Overall, academic is also the important purpose in education. And for this research, the achievement that measured was the English achievement. The test used TOEFL Junior. It used to measured English achievement of the eleventh grade students of MA Al-Muawanah in Pemulutan.

Achievement generally refers to the good result from learning. According to Brown (2007, p.7), learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. Brown (2007) clarifies the component of the definition of learning as follows.

1. Learning is acquisition or "getting."
2. Learning is retention of information of skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

In short, on going the results of students' learning process, it has included into their four skills of English. It refers to as English achievement.

English Achievement has strong relation with academic success or academic achievement. English achievement is under the term of academic achievement. Certainly, the students' English achievement is assessed by students' score of the test. According to Kiamanesh (2004, p. 1), there are a lot of factors that influence the achievement of each student. Some factors that influence the students' achievement are *school factors, self-concept, self-efficay, attitude, attribution, motivation, press variables and gender.*

Nevertheless, having good English achievement is not easy for many students. They need to have positive attitude toward English as cited in (Troike 1984, Lewelling 1991, p.3) that have found in one study, students who had more positive attitude toward learning English achieved better in school. However, the positive attitude will be influenced by several factors. One of them is the teacher. Teachers' behaviors in classroom are very important to the success of teaching and learning process. The teachers' way that delivers the lessons or the way responding to students can affect students. This is also related to the students' personality because they will be educational generation that takes the steps to social interaction hoped by the parents and teachers.

2.7 Factors Affecting the Achievement

According to Fitriah (2009, pp. 8-11), there are a lot of factors that influence the achievement of student. Some factors that influence the student's achievement are:

a. Intelligence

Intelligence is regarded as a potential capacity. This potential capacity is probably a function of heredity, congenital development, and growth. The growth of intelligence toward the potential capacity may be impeded by environmental stresses and strains or may be accelerated by proper stimulation. It is important to keep in mind that intelligence is complex and that individuals have many kinds of abilities and strengths, not all of which are measured by traditional IQ tests. Many students whose academic performance has been weak have experienced considerable success in second or foreign language learning (Fitriah, 2009).

b. Motivation

Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai 2011, p. 2). Motivation is one of the most important variables in learning. A high degree of motivation engenders an active and aggressive attitude with regard to educational goals. Motivation is actually a cluster of factors that energize behavior and give it direction. Motivation involves the learner's reasons for attempting to acquire the second language, but precisely what creates motivation is the crux of the matter (Fitriah, 2009).

c. Physical Conditions

Physical conditions are part of all learning. Healthy five senses will support teaching learning process. Student's health affects their sensory-motor functioning. Sometimes students with sight problem, hearing problem, malnutrition, and so on. It can influence the student's achievement. A student has

headache, fever, stomachache, or some injury needs immediate consideration because it can disturb the instructional process (Fitriah, 2009).

d. Environment Condition

Environment is one of the important components of instructional process because it can influence the students. A learner lives in a complex learning situation that may be divided into three parts: the social environment, the physical environment, and the cultural environment. Parts of the social world, the physical world, and the cultural world are selected to become stimuli to the learner. Educational environment is defined as the emotional, physical, and intellectual climate that is set up by the teacher and students to contribute to wholesome learning situation. It has to support the instructional process.

Educational milieus comprise of family (parent and sibling), school and community. As one of tripartite education, family is primary community for the children. Family is the first and primary educational environment for the child. It becomes the first educational environment because the child got his education and counseling for the first time. The family is also as primary educational environment because the child spends most of his time in a family (Fitriah, 2009).

Additionally, the parents and siblings can focus attention on one child and so opportunity for interested, motivated, natural help is available covering considerable amounts of time. Bad environment may cause stress for students. In many cases students with bad environment may have worst achievement than students with good environment.

2.8 The Factors Influences Students English Achievement

Achievement is the result gotten by the students after learning a certain subject. There are many factors influencing students' achievement, they are intelligence, talent, interest, motif, the way of learning, and also learning environment. In other words, Zakic, Jovanovic, and Stamatovic (2008, p. 1) divided the factors into two factors, they are external and internal factors. Beside that, Ghania (2012, p. 1) there are some factors that influence students achievement in learning English; internal factors such as intelligence and perception, self esteem, and learning styles and external factor as motivation, and socio cultural status. Therefofre, external factors include environment and instrument while internal factors include the psychology and physical side.

Furthermore, according to Brown (2007), there are some affective factors determining the success of learning such as motivation, attitude, risk taking and extroversion, self-efficacy, inhibition, and anxiety. Each of the affective domains above has its own role in influencing the achievement in learning English.

2.9 The Relationship between Classroom Environment and English Achievement

Classroom environment is strongly important on students' English achievement. Classroom environment are the one of the background of English achievement because classroom environment is the place where the student study and learn. Related to Klem and Connel (2004), the roles of the teacher and students; engagement in classroom are the important things for students to rich the success in the school. Based on Khine (2001), there are seven scales that should be

measured, and it can influence by the classroom environment. Those scales are: student cohesiveness (SC), teacher support (TS), students' involvement (IV), investigation (IN), task orientation (TO), cooperation (CO) and the last equity (EQ).

According to Fathmawati (2016), classroom environment is significantly weak correlated with the students English Achievement. Students will perform better and have more positive attitudes in learning process when they perceive classroom environment positively. In short, after seen some theories above, it can conclude that students' perception of classroom environment will affect students' English achievement because the students who have the positive perception of their classroom environment will have a high interest with the lesson taught and it will result in their grades.

2.10 TOEFL Junior Standard Test

2.10.1 Test Purpose of TOEFL Junior Standard Test

The TOEFL Junior Standard test is an objective and reliable measure of your English communication skills. While the ETS University-level TOEFL test continues to set the standard for the measurement of English-language proficiency worldwide, the TOEFL Junior Standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments (TOEFL Junior Handbook, 2015).

Usually these students are ages 11+. However, the test may be appropriate for other students. The appropriateness is based on the English-language

proficiency of the students. It is an English-language proficiency test that is not based on or limited to any specific curriculum. The TOEFL Junior Standard test may not be appropriate for students who have not yet attained a basic level of proficiency (TOEFL Junior Handbook, 2015).

2.10.2 Test Structure of TOEFL Junior Standard Test

The TOEFL Junior standard test is a paper based test consisting of 126 multiple-choice questions in all sections. It includes three sections – Listening Comprehension, Language From and Meaning, and Reading Comprehension. Each section contains of 42 four-choice questions with a total testing time of 1 hour 55 minutes. Some of the questions in the test may not count toward the section or total scores.

Of the questions that count, each correct answer counts equally toward the score on-that section (TOEFL Junior Handbook, 2015)

Table 3
Summarize the Structure of the Test

Section	Question	Time
Listening Comprehension	42	40 minutes
Language Form and Meaning	42	25 minutes
Reading Comprehension	42	50 minutes
Total	126	1 h 55 min

(Source: TOEFL Junior Handbook, 2015)

2.10.3 Test Content of TOEFL Junior Standard Test

The listening comprehension section measures your ability to listen and understand English for interpersonal purposes, navigational purposes, and academic purposes.

The language form and meaning section measures your ability to demonstrate proficiency in key enabling English skills such as grammar and vocabulary in context.

The reading comprehension section measures your ability to read and understand academic and nonacademic texts written in English (TOEFL Junior Handbook, 2015).

2.11 Previous Related Studies

2.11.1 Students' Perception of Classroom Environment and Motivation in Learning English

Wei & Elias (2011), investigated the relationship between students, perceptions of classroom environment and their motivation in learning English language to the 140 form four students in a secondary school in Malaysia. The findings showed that the majority of the students perceived their classroom as having as affiliation and they were extrinsically motivated. The findings also revealed that the students' affiliation and task orientation in the classroom were positive and significantly correlated with their motivation whereas students' involvement was negatively correlated with their motivation.

2.11.2 Students' Perception of Classroom Environment and Their English Achievement

First, the related study was done by Fathmawati (2016) to the eleventh grade students of state senior high schools in Indralaya. This study investigated the students' perception of classroom environment, motivation in learning English and their English achievement. But in this study the writer only focuses on the result that showed the students' perception of classroom environment and their English achievement. And it showed there was a significant correlation between students' perception of classroom environment and their English achievement, and the result of the correlation was weak correlation.

The second, related study was done by Rahmi and Diem (2014) to the eighth graders of state junior high schools in Palembang and it's also examined the Students' Perception of Classroom Environment and Their English Achievement. In this study, Rahmi and Diem (2014) also investigated the difference in students' perception of classroom environment and students, English achievement in terms of gender. The result showed that classroom environment was found correlated positively to the students' English achievement. Another result showed that there was very small contribution of classroom environment (total) to students' English achievement, but the "equity" scale shared the highest contribution to students' English achievement. Furthermore, Rahmi and Diem found that gender was also proved to significantly influence students' perceptions of their classroom environment. Meanwhile, there is no significant difference in students' English achievement in terms of gender.

The third, was done by Kumala (2015), to the nine grade students of private catholic junior high school in Surabaya. This related study investigated the correlation among classroom environment, language anxiety and English achievement. But, in this study the researcher only focus on the result of classroom evironment amd English achievement and it showed that there was positive significant correlation between classroom environment and English achievement.

The last, was done by Borase (2015) to the twelfth grade science and it's also examined the correlation between classroom environment and academic achievement. the result showed that there was no significant correlation between classroom environment and academic achievement to the twelfth grade science.

2.12 Hypotheses

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

1. H_o: There is no significant correlation between classroom environment and English achievement of the Eleventh grade students of MA Al-Muawanah Pemulutan.

   H_1: There is a significant correlation between classroom environment and English achievement of the Eleventh grade students of MA Al-Muawanah Pemulutan.

2. H_o: There is no influence between classroom environment over their English achievement of the Eleventh grade students of MA Al-Muawanah Pemulutan.

   H_1: There is an influence of classroom environment over their English achievement of the Eleventh grade students of MA Al-Muawanah Pemulutan.

2.13 Criteria of Hypotheses Testing

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria. Those are in the following (Creswell, 2012, p. 188-189; Fraenkel, Wallen & Hyun, 2012, p. 228-229; Cohen, Manion, & Marrison, 2007, p. 519-520).

1. If the p-output is lower than 0.05, H_0 is rejected and H_1 is accepted. So, there is a significant correlation between classroom environment and English achievement of the Eleventh grade students of MA Al-Muawanah Pemulutan.
2. If p-output is higher than 0.05, H_0 is accepted and H_1 is rejected. So, there is no significant correlation between classroom environment and English achievement of the Eleventh grade students of MA Al-Muawanah Pemulutan.

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.

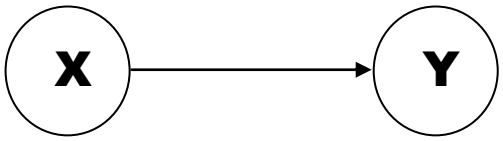
3.1 Method of the Study

In conducting this study, the researcher applied correlational research method. According to Creswell (2012) correlation design is procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables using the statistical procedure of correlation analysis. This method was used in this research because the data were described and were analyzed based on the objectives of the study. Specifically, this study investigated whether or not there is any correlation between classroom environment and the students' English achievement, and whether or not there is an influence between classroom environment and the students' English achievement of the eleventh grade students of MA Al-Muawanah in Pemulutan. In conducting this research, correlational research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain then interpret the appeared result.

The procedures was that, first; the researcher identified the students' classroom environment by using questionnaire. Second, by using TOEFL Junior test, the students' English achievement was obtained. The next step that

researcher found 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 I
Research Design



X: Classroom environment

Y: English achievement

3.2 Variables of the Study

Holandyah (2014 p. 171) defines that there are three kinds of research variables. They are *dependent*, *independent*, and *moderator variable*. According to Fraenkel (2012), 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, and 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. Overall, in this study the researcher used eleventh grade students' classroom environment at MA Al-Muawanah as the independent

variable and symbolized by X, while their English achievement as the dependent variable and symbolized by Y.

3.3 Operational Definitions

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

Classroom environment is 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.

English achievement is the competency in English subject which is achieved by the students. The test was used TOEFL Junior test for the eleventh grade students. The test already given to the students and the result was used to determine the students' English achievement.

At last, *MA Al-Muawanah Pemulutan* means the school that the researcher interested in members of MA Al-Muawanah in Pemulutan. In this study, eleventh grade students there consist of two social classes.

3.4 Subject of the Study

3.4.1 Population

According Fraenkel (2012), the larger group to which one hopes to apply the results is called the population. The population of this study is the eleventh

grade students of MA Al-Muawanah in academic year 2016-2017. They are consist of two classes: those are XI IS 1, and XI IS 2. The total number of the student are 65 which consist of 23 male and 42 female students. The number of population is showed in the following table.

Table 4
Distribution of Population

No	Class	Gender		Total
		Female	Male	
1	XI IS 1	22	11	33
2	XI IS 2	20	12	32
Total		**42**	**23**	**65**

(Source: MA Al-Muawanah Pemulutan in academic year 2016/2017)

The reasons why the researcher would like to do this study in MA Al-Muawanah because MA Al-Muawanah is one of the favorite Islamic boarding schools in Ogan Ilir, especially Pemulutan area. The researcher got some information that the students there already know about TOEFL because before they go to that school, they are also given TOEFL test for placement class test. Some of the students study about TOEFL test and join the course in the school. Furthermore, the researcher chooses this school to be the research because one of the instruments used is TOEFL test.

3.4.2 Sample

Sample refers to any group on which information is obtained (Fraenkel & Wallen et al., 2009, p. 129). The use of total sampling is considered for getting the sample of the study. The sampling technique in this research was total sampling. Total sampling was a sampling technique where the number of samples equals the

population (Sugiyono, 2007). The reasons for taking total sampling because according to Sugiyono (2007) the number of population less than 100 whole populations were sampled all research. In this case, 65 eleventh grade students of MA Al-Muawanah was involved as the population of the study, meanwhile the sample already taken was considered from their equal background knowledge, that is all of the eleventh grade students of MA Al-Muawanah who are in the social class.

Furthermore, based on Arikunto (2010) as cited in Khulsum 2016, p. 27) in terms of finding the sample for this study, she claims that: "if the subject of the research less than 100, it will be better if all the subjects are taken as population, so the research called research population". So, in this study, the researcher took 65 students as a sample. The distribution of the sample is as follows:

Table 5
Distribution of Sample

No	Class	Gender		Total
		Female	Male	
1	XI IS 1	22	11	33
2	XI IS 2	20	12	32
Total		**32**	**33**	**65**

3.5 Data Collection

In this study, the researcher used two kinds of techniques to collect the data: first, tested the students to answer 42 multiple choice questions for each section, they are listening comprehension section, language from and meaning section and reading comprehension section, and the second, distributed one set of

questionnaire to the students to find the students' classroom environment. So, in this study, the researcher used two instruments; they are test and questionnaire.

3.5.1 Classroom Environment Questionnaires

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. In collecting the data in this research, the data were taken from the questionnaires of the classroom environment. Related to Dörnyei (2003) as cited in Isrokah 2016, p. 45), questionnaires are written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answer.

In this study, the researcher used ready-made questionnaires. They are WIHIC (What Is Happening In this Class) these questionnaire developed by Fraser, Fisher, and McRobbie (1996), to measure the students' classroom environment. The writer used Indonesian version for the WIHIC questionnaires in order to make the students easily to understand the meaning of each item and not to be bored to answer them. In responding to the items on these scales, the subject indicates whether the student feel almost never, seldom, sometimes, often, almost always with each statement.

The first questionnaire, WIHIC questionnaire which was developed by Fraser, Fisher, and McRobbie (1996), consists of 56 items. Theses 56 items are divided into seven groups of statements based on students' perception of classroom environment scale.

Table 6
Specification of the WIHIC Questionnaire

Scale	Item	Number of Item
Student Cohesiveness (SC)	1 – 8	26, 32, 4, 23,10, 56, 5, 33
Teacher Support (TS)	9 – 16	20, 55, 28, 1, 25, 3, 6, 34
Involvement (IV)	17 – 24	53, 27, 7, 2, 24, 21, 43, 50
Investigation (IN)	25 – 32	30, 26, 39, 16, 9, 22, 41, 48
Task Orientation (TO)	33 – 40	45, 52, 29, 12, 47, 49, 31, 11
Cooperation (CO)	41 – 48	14, 18, 36, 51, 40, 17, 54, 35
Equity (EQ)	49 – 56	42, 46, 44, 13, 19, 37, 15, 38
Total		**56**

(Source: Fraser, Fisher, and McRobbie 1996)

3.5.2 TOEFL Junior Test

According to Fraenkel, Wallen, & Hyun (2012, p. 127) achievement test measures an individual's knowledge or skill in a given are or subject. To measure the students' English achievement, a test was given to the respondents. Meanwhile, Achievement test measure an individual's knowledge or skill in a

given area or subject (Fraenkel, et al., 2012, p. 127). Beside that in this study, the researcher gave the TOEFL Junior to the students. TOEFL Junior Standard test is an objective and reliable measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia. It measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skill representative of English-medium instructional environments. This kind of test was to measure the English proficiency of students that ages + 11 years old. However, this test may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students.

The designers of the TOEFL Junior Standard test assert that the TOEFL Junior Standard test is an English-proficiency test that is not based on or limited to any specific curriculum. The test consists of 42 multiple choice questions per each section which the students must answer it individually. These questions included listening comprehension, language form and meaning, and reading comprehension. In this study the researcher allocated 1 hour 55 minutes of answering the test, the purpose of the test is to measure the students' English achievement. TOEFL Junior test scores are determined by the number of questions a student's has answered correctly. There is no penalty for wrong answers.

Table 7
Summarize the Structure of the Test

Section	Question	Time
Listening Comprehension	42	40 minutes
Language Form and Meaning	42	25 minutes
Reading Comprehension	42	50 minutes
Total	126	1 h 55 min

(Source: TOEFL Junior Handbook, 2015)

Related to Schuberg (2012, p. 17), for academic purposes all of the sections are scored by computer. Otherwise, further research has developed a scaled score scoring system for research use. The procedure is similar with computer–based scoring system. Of the questions that count, each correct answer counts equally toward the score for that section.

3.6 Validity and Reliability

Before the test and questionnaire are administered, the researcher firstly thinks about validity and reliability. According to Johnson and Christensen (2012), validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

3.6.1 Questionnaire

3.6.1.1 Validity of Questionnaire

Fraenkle, et al. (2012, p. 148) states that content validity refers to the content and format of the instrument. The content and format must be consistent with the definition of the variable and sample of subjects to be measured.

In this study, the researcher used ready-made questionnaire that is adopted from Barry J. Fraser (1998). The questionnaire has been valid by Fraser (1998). The coefficients of the questionnaire are student cohesiveness 0.37, teacher support 0.43, involvement 0.45, investigation 0.41, task orientation 0.42, cooperation 0.45 and equity 0.46.

After constructing the instrument in this study, the researcher need to translate the questionnaire in Indonesian version and then the researcher need to consult it to some experts judgment at least three validators from lectures in English Education in UIN Raden Fatah Palembang to evaluate whether the instrument are valid or not.

3.6.1.2 Reliability of Questionnaire

Furthermore, the researcher applied Cronbach's Alpha technique which is carried out by using SPSS to find out the internal consistency reliability of the questionnaire. According to Johnson and Christensen (2012), when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher. The coefficient of reliability by using Cronbach Alpha is below:

Table 8
The Coefficient of Reliability

Cronbach Alpha	Internal Sonsistency
>0.90	Very High Reliability
0.80-0.90	High Reliability
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptable low reliability

The questionnaire has been reliable by Fraser (1998). The internal consistency reliability of the questionnaire are student cohesiveness 0.81, teacher support 0.88, involvement 0.84, investigation 0.88, task orientation 0.88, cooperation 0.89 and equity 0.93.

3.6.2 English Achievement Test

3.6.2.1 Validity of English achievement Test

According to Radhakrishna (2007), it is necessary to consider each questions, e.g. whether the questionnaire measures what it represents the content, and whether it is comprehensive enough to collect all the information needed. The TOEFL *Junior* Standard test is an objective and reliable measure of English communication skills. While the ETS university-level *TOEFL* test continues to set the standard for the measurement of English-language proficiency worldwide, the *TOEFL Junior* standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic

and social English-language skills representative of English-medium instructional environments.

3.6.2.2 Reliability of English Achievement Test

According to 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. Basically, reliability is the degree to which a test consistently measures whatever it measures. The two statistics commonly used to describe the reliability of the scores of a group test takers are the reliability coefficient and the standard error of measurement. The reliability coefficient is an estimate of the correlation between scores on different forms of the test. It can vary from .00 (indicating no agreement at all) to 1.00 (indicating perfect agreement). The reliability coefficients of the three *TOEFL Junior* standard scores, in the group of all test takers, are estimated to be as follows:

Table 9
Reliability of TOEFL Junior

Reliability Estimates of the 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)

The standard error of measurement indicates the extent to which test takers' scores differ from their "true scores". A test taker's "true scores" is the average of the scores that test taker would care on all possible forms of the test.

The difference between a test taker's "true score" and the score the test taker actually earned is called "error of measurement". The standard error of measurement, for a group of test takers, is the average size of those differences.

3.7 Data Analysis

In analyzing the data, there are two kinds of data under analysis. They are the data of students' classroom environment questionnaire and students' English achievement test. All the data obtained from the questionnaire and test are statistically was calculated by using SPSS version 21.

3.7.1 Analysis of Questionnaire

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 WIHIC scale was 8 and the highest total score was 40 while the lowest total score of all the seven scales was 56 and the highest was 280, and then to determine the students' classroom environment by observing the mostly checked item "almost always" column. The results were classified for analyzing the frequency and percentage of each perception of classroom environment.

3.7.2 Analysis of English Achievement Test

The students' English achievement test consisted of 42 items per each section. The total number of correct answers for all sections was statistically adjusted, or equated. These equated scores are then converted to section scaled scores that range from 0 to 100. Then, the scaled score was determined into school's English achievement categories. This measurements form the school that will determine to which level the students' English achievemenet.

To English Achievement score, the researcher used scoring system from formula that usually used by the teacher in the school especially in MA Al-Muawanah Pemulutan. The Following is the formula:

Figure 2
Formula of Scoring Eglish Achiavement

$$\text{English Achievement} = \frac{N\ (\text{total correct answer})}{N\ (\text{questions})126}\ \text{X}\ 100 =$$

After knowing the students English achievement score, the score would be description by using the category of English Achievement from MA Al-Muawanah Pemulutan. The category of english achievement can be seen in the table below:

Table 10
Score Categories

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

(Source: MA Al-Muawanah Pemulutan in Academic Year 2016-2017)

To analyze the data obtained from the questionnaire and student's English test in order to see the correlation and influence between one variable and another variable, the Statistical Package for Social and Science (SPSS) version 21

computer program was employed. The distribution of the frequency including mean and standard deviation were presented in order to know the information about the students' English achievement and classroom environment. Then, the data gathered from the test and questionnaire were calculated again by using Pearson Product Moment Correlation in order to see the correlation of those two variables.

3.7.3 Data Description

3.7.3.1 Distribution of Frequency Data

In distributions of frequency data, the score from a classroom environment questionnaire and TOEFL Junior standard test were analyzed. SPSS Statistics Program was used to get the result of frequency data.

Descriptive Statistics

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

3.7.4 Pre-requisite Analysis

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

3.7.4.1 Normality Test

In this study, normality test was used to find out whether the data of classroom environment questionnaire and TOEFL Junior test is normal or not.

The researcher used I-Sample Kolmogorov-Smirnov in SPSS. If p-value is higher than .05 then it is normal and vice versa.

3.7.4.2 Linearity Test

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

3.7.5 Correlation Analysis

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

Table 11
The Interpretation of the Correlational Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair

0.65 – 0.86	Strong
Over 0.85	Very Strong

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

3.7.6 Regression Analysis

In order to know the contribution of classroom environment to students' English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan, regression analysis was applied to the study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. Then, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statically calculation above was completed by SPSS (Statistical Package for Social Science).

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 environment, (2) the result of students' English achievement, (3) normality test and linearity test, and (4) correlation between students' classroom environment and English achievement.

4.1.1 Results of Students' Classroom Environment

The total numbers of active students in the eleventh grade students of MA Al-Muawanah Pemulutan were 65 students. 59 students participated in this study, and the others were absent when conducting this study. The 56 items of what is happening in this class (WIHIC) were used to investigate the participants' classroom environment. The WIHIC questionnaire used likert scale 1-5. In answering the statement in the questionnaire, the students choose number 1-5. (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 280 and the lowest score is 56. Second, to know the students average of using classroom environment, it was obtained by calculating the total answer in each part and dividing the total

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

The descriptive statistical analysis of WIHIC for the participants is shown below. The maximum score is 262, and the lowest score is 140. The mean of the classroom environment scores for the participants is 202.93 and the standard deviation is 24.335.

Table 12
Descriptive Analysis of Classroom Environment

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Environment	59	140	262	202,93	24,335
Valid N (listwise)	59				

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

4.1.2 Result of English Achievement

The descriptive statistic analysis of English achievement for the participants is shown below. The maximum score is 99, and the lowest score is 29. The mean of the English achievement scores for the participants is 66.92 and the standard deviation is 19,470. This mean score indicates that the level of English achievement of participants is good.

Table 13
Descriptive Statistics of English Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
English Achievement	59	29	99	66,92	19,470
Valid N (listwise)	59				

The distribution of English Achievement is presented in the following table:

Table 14
Distribution of English Achievement

Interval	**Students**	**Category**	**Percentage**
80 – 100	17	Very Good	28,8 %
70 – 79	10	Good	16,9 %
60 – 69	5	Average	8,4 %
50 – 59	16	Poor	27,1 %
0 – 49	11	Very Poor	18,6 %
Total	**59**		**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 environment and English achievement in all participants.
3. The statistical analysis of regression analysis between students' classroom environment and English 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 .550 for classroom environment and .124 for English achievement.

Table 15
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Classroom Environment	English Achievement
N		59	59
Normal Parameters[a,b]	Mean	202,93	66,92
	Std. Deviation	24,335	19,470
Most Extreme Differences	Absolute	,104	,153
	Positive	,104	,153
	Negative	-,100	-,105
Kolmogorov-Smirnov Z		,796	1,179
Asymp. Sig. (2-tailed)		,550	,124

a. Test distribution is Normal.
b. Calculated from data.

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

Figure 3
Distribution of Classroom Environment Data
Normal Q-Q Plot of Classroom Environment

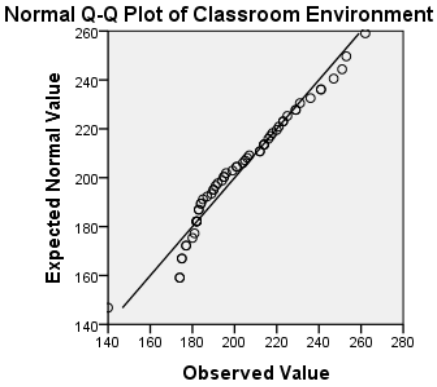
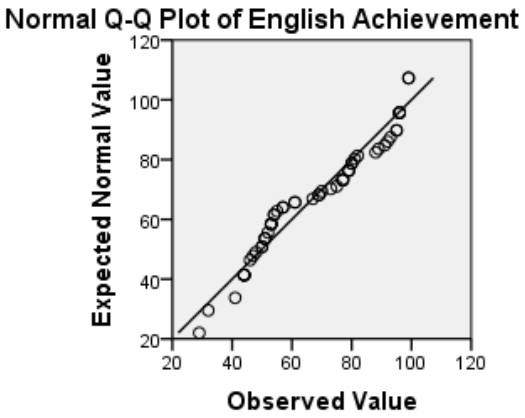


Figure 4
Distribution of English Achievement Data
Normal Q-Q Plot of English Achievement



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 environment and English achievement was .225. To sum up all the data were linear for each correlation and regression.

Table 16
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Classroom Environment * English Achievement	Between Groups	(Combined)	21633,045	32	676,033	1,382	,200
		Linearity	1315,313	1	1315,313	2,690	,113
		Deviation from Linearity	20317,732	31	655,411	1,340	,225
	Within Groups		12714,683	26	489,026		
	Total		34347,729	58			

4.3 Correlation between Classroom Environment and English Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and TOEFL test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between classroom environment and English achievement. The correlation coefficient or the *r*-obtained (.196) was lower than *r*-table (0.2564). Then the level of probability (*p)* significance (sig.2-tailed) was .137. It means that *p* (.137) was higher than .05. Thus, there was no significant correlation between the students' classroom environment and English achievement.

Table 17
Correlation between Classroom Environment and English Achievement

Correlations

		Classroom Environment	English Achievement
Classroom Environment	Pearson Correlation	1	,196
	Sig. (2-tailed)		,137
	N	59	59
English Achievement	Pearson Correlation	,196	1
	Sig. (2-tailed)	,137	
	N	59	59

Because there was no significant correlation between two variables, it means that classroom environment did not influence students' English 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 environment and English achievement, and (2) the influence of classroom environment over their English achievement. According to the findings, there was no significant correlation between classroom environment and English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan. Also, there was no significant influence of classroom environment on English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan.

First, the students' classroom environment was negatively correlated with the students' English 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 Bucholz and Sheffler (2009, p. 2), the type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. Teaching method which teachers uses and the type of classroom environment 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 Sabornie (2009), in today's diverse public school classrooms, where pupils with various types of disabilities, English language learners, and at-risk students with attention problems and disruptive behavior are educated side by side, effective classroom management and discipline control have never been more important. Without proactive prevention methods and competent behavioral control and classroom management, effective content area instruction cannot occur. Here, having a safe classroom environment 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 environment and English achievement. Based on the informal interview to the eleventh grade students of MA Al-Muawanah Pemulutan, it was found that the students have difficulties when they learning English proficiency because it can be seen from their final score in English achievement test and the most students got lower score such as listening comprehension section because some of them still having a difficulties in understanding the words by words and sometimes they don't know what the speakers is talking about and it is hard for them to comprehend it. 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.

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 17 students with 28,8 % result got in very food level. It means that they could understand all the sections correctly, in listening section they could understand what speaker says and they could comprehend well words by word from the speakers, 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, at last they had a good level in language and

learning form means that some of the students already has a good grammar. Next was about the very poor level, the writer found 11 students with 18,6 % got very poor level. Related to Mohr and Mohr (2007), despite the need to use and develop their English-language proficiency, English-language learners (ELLs) are often quiet during classroom discussions. The Response Protocol was developed to help teachers elicit and support the oral interactions of ELL students.

It means that students who got this level should increase their English proficiency 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 English proficiency. It was relevant to the statement of Lewelling (1991, p. 3), that students who had more positive toward in learning English achieved better in school especially for senior high school student level. In short, it suggested for teachers to manage the classroom environment of students in improving the students' achievements in learning English. 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 2011, 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 environment was not only one factor that affected English achievement. The result not only occurred because

classroom environment scales are not only one factor that affecting the students' English achievement, but also since it was not the most dominant factor affecting the students' English achievement. The researcher assumed that there were some factors affecting students' English achievement. According to Ghania (2012, p. 6), there are some factors that influence students achievement in learning English; internal factors such as intelligence and perception, self esteem, and learning styles and external factor as motivation, and socio cultural status.

Consequently, the most dominant factor in this study were about teachers' help and motivation so that's why in this study the classroom environment 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 motivation during the test and interview and also some of them said that they almost never got the teacher help when the learning and teaching process passed off. This statement is supported by Bingol, Celik, Yildiz, and Mart (2014, p. 4). They state that students' motivation is one of the crucial factors that affects students English proficiency. Nevertheless, Kiamanesh (2004, p. 1) stated there are eight factors that influence the achievement especially for English, they are school factors, self-concept, self-efficacy, attitude, attribution, motivation, press variables, and gender. So, motivation and teachers help when learning English were some factors that could affect their English proficiency besides classroom environment.

The result of this present study is similar to the study of Lawrence and Vimala (2012). They indicated that there was no significant relationship between

school environment and academic achievement. They analyzed statistical correlation. First, they found that there was no significant correlation between school environment and academic achievement. Other researchers also found that classroom environment had no correlation with other variables. Borase (2015) indicated that there was no significant correlation between classroom environment and academic achievement. He analyzed statistical correlation. He found that there was no significant correlation between classroom environment and academic achievement. The present research study did not support that the classroom environment 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 the adolescents groups like XIIth Science students rejected the role of classroom environment on their academic achievement.

This finding was inconsistent with the result of Kumala (2015). She found that there was significant correlation between classroom environment, language anxiety, and grade nine students' English achievement all together. But, in this study the researcher only focuses with the classroom environment and English achievement. The result showed that there was positive significant correlation between classroom environment and grade nine students' English achievements. Furthermore, another researcher by Fathmawati (2014) found that there were significant correlations between students' perceptions of classroom environment, motivation in learning English and their English achievement, but in this chance the researcher only focus with classroom environment and English achievement.

Consequently, in this study that found there was a significant correlation between students' perceptions of classroom environment and students' English achievement the students' perceptions of classroom environment was positively correlated with the students' English achievement and it was significant. It showed that the better students possessed good classroom environment, the better result of students' English achievement was gained. It means that students' classroom environment could give an impact toward students' English achievement. It in line with Pat (2012) that many classroom environments 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 environment and English achievement of the eleventh grade students of MA Al-Muawanah Pemulutan. However, classroom environment was not significant correlated with English achievement but from the result of this study showed that almost of eleventh grade students of MA Al-Muawanah Pemulutan sometimes used student cohesiveness and task orientation scales, that was the most dominant scales that they used in classroom environment. Furthermore, classroom environment is also applicable for another variable such as academic achievement; it means that there is possibility that classroom environment 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 environment and English achievement. The correlation coefficient or the *r*-obtained (.196) was lower than *r*-table (0.2654). Then the level of probability (*p*) significance (sig.2-tailed) was .137. It means that *p* (.137) was higher than .05. It means that the higher classroom environment is, the higher English achievement will be. On the contrary, the lower classroom environment is, the lower English achievement will be. The findings showed that the null hypothesis (H0) was accepted and the alternative hypothesis (H_1) was rejected.

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

good achievement in English and the students with bad understanding and using their classroom environment ineffectively will have bad achievement in English

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

Second, teacher as the main role who manages the class has to make a kind of classroom environment to increase the students' cohesiveness, cooperation, and involvement. The teacher has to give the time limit clearly so the students that 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 environment which can promote thee seven aspects, they are student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity, will be a positive classroom environment for the students. It is recommended that teachers of English inform and advise that studying English is not only for passing the examination but for life skill to the students, for the English teachers, they need to pay attention with the classroom

environment. Since the tteacher ssupport had higher contribution than the other scales of perceptions of classroom environment, the teacher should enhance their attention and support to the students to get better process and result on teaching and learning English activities. 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 environment is a broad area, so there is probabilities to correlate them with other variables since there are still many unexplained factors that can give contribution for the students' English achievement. For further studies, the writer also 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 30 students in a class. So, the next researcher can make general conclusion since this study only included eleventh grade students of one Senior 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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APPENDICES

Appendix A. Questionnaire Of Classroom Environment

Name : Class : __

What Is Happening In This Class (WIHIC) Questionnaire

(By Fraser, Fisher, & McRobbie 1996)

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 questions.

No.	Items	1	2	3	4	5
1	The teacher helps me when I have trouble with the work.					
2	My ideas and suggestions are used during classroom discussions.					
3	The teacher is interested in my problems.					
4	I am friendly to members of this class.					
5	Students in this class like me.					
6	The teacher moves about the class to talk with me.					

7	The teacher asks me questions.					
8	I am asked to think about the evidence for statements.					
9	I carry out labs in class to answer questions, which puzzle me.					
10	I work well with other class members.					
No.	**Items**	**1**	**2**	**3**	**4**	**5**
11	I know how much work I have to do.					
12	I am ready to start this class on time.					
13	I am treated the same as other students in this class.					
14	I cooperate with other students when doing assignment work.					
15	My work receives as much praise as other student's work.					
16	I explain the meaning of statements, diagrams and graphs.					
17	I work with other students in this class.					
18	I share my books and resources with other students when doing assignments.					
19	I receive the same encouragement from the teacher as other students do.					
20	The teacher takes a personal interest in me.					
21	I explain my ideas to other students.					
22	I carry out labs in class to answer the teacher's questions.					
23	Members of the class are my friends.					
24	I ask the teacher questions.					
25	The teacher talks with me.					
26	I make friendships easily among students in this class.					
27	I give my opinions during class discussions.					
28	The teacher considers my feelings.					
29	I know the goals for this class.					
30	I carry out labs in class to test my ideas.					
31	I try to understand the work in this class.					
32	I know other students in this class.					
33	In this class, I get help from other students.					
34	The teacher's questions help me to understand.					
35	Students work with me to achieve class goals.					
36	When I work in groups in this class, there is teamwork.					
37	I get the same opportunity to contribute to class					

	discussions as other students.					
38	I get the same opportunity to answer questions as other students.					
No.	**Items**	**1**	**2**	**3**	**4**	**5**
39	I carry out labs in class to answer questions coming from discussions.					
40	I learn from other students in this class.					
41	I find out answers to questions by doing labs in class.					
42	The teacher gives as much attention to my questions as to other student's questions.					
43	Students discuss with me how to go about solving problems.					
44	I have the same amount of say in this class as other students.					
45	Getting a certain amount of work done is important to me.					
46	I get the same amount of help from the teacher, as do other students.					
47	I know what I am trying to accomplish in this class.					
48	I solve problems by using information obtained from my own labs in class.					
49	I pay attention during this class.					
50	I am asked to explain how I solve problems.					
51	I work with other students on projects in this class.					
52	I do as much as I set out to.					
53	I discuss ideas in class.					
54	I cooperate with other students on class activities.					
55	The teacher goes out of his/her way to help me.					
56	I help other class members who are having trouble with their work.					

Thank you so much for your kindeness and cooperation.

Appendix B. Angket Lingkungan Kelas

Nama : Kelas : _

What Is Happening In This Class (WIHIC) Questionnaire

(Oleh Fraser, Fisher, & McRobbie 1996)

Petunjuk :

Angket ini berisi pertanyaan-pertanyaan tentang kebiasaan yang ada didalam kelas ini, yang merupakan bagian dari penelitian yang berjudul "The Correlation between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan". Tidak ada jawaban 'benar' atau 'salah'. Pendapat anda yang kami butuhkan.

Bacalah semua pernyatan diabawah ini dengan seksama, dan pikirkan dengan baik tentang setiap pernyataan-pernyataan yang menggambarkan suasana kelas ini bagi anda.

Beri tanda (√) di nomor berikut :

1. Jika kebiasaan tersebut **Hampir Tidak Pernah**
2. Jika kebiasaan tersebut **Jarang**
3. Jika kebiasaan tersebut **Kadang-kadang**
4. Jika kebiasaan tersebut **Sering**
5. Jika kebiasaan tersebut **Hampir Selalu**

Pastikan bahwa anda menjawab setiap pernyataan dibawah ini. Jika anda berubah pikiran dengan jawaban anda, silang jawabannya dan beri tanda (√) di jawaban yang baru.
Tanyakan kepada petugas riset jika anda mempunyai beberapa pertanyaan.

No.	Items	1	2	3	4	5
1	Guru membantu saya ketika saya mengalami masalah dalam tugas.					
2	Ide-ide dan saran-saran saya digunakan selama diskusi kelas.					
3	Guru tertarik dengan masalah yang saya miliki.					

4	Saya bersikap ramah kepada semua siswa dikelas.					
5	Siswa-siswa di kelas menyukai saya.					
6	Guru tidak keberatan mendatangi saya untuk berbicara.					
7	Guru memberikan pertanyaan kepada saya.					
8	Saya diminta untuk berpikir mengenai bukti dari pernyataan-pernyataan saya.					
9	Saya melakukan investigasi untuk menjawab pertanyaan-pertanyaan yang membingungkan saya.					
10	Saya mudah bergaul dengan semua siswa dikelas ini.					
No.	**Items**	**1**	**2**	**3**	**4**	**5**
11	Saya mengetahui berapa banyak tugas yang harus saya selesaikan.					
12	Saya siap memulai pelajaran tepat waktu.					
13	Saya diperlakukan sama seperti siswa-siswa yang lain.					
14	Saya bekerja sama dengan siswa-siswa lain ketika mengerjakan tugas.					
15	Hasil pekerjaan saya mendapat pujian yang sama seperti yang diterima oleh siswa-siswa lainnya.					
16	Saya menjelaskan arti dari setiap pernyataan, diagram maupun grafik.					
17	Saya bekerja sama dengan siswa-siswa lain dikelas.					
18	Saya dan siswa-siswa lainnya berbagi buku dan sumber-sumber belajar lainnya ketika mengerjakan tugas.					
19	Saya mendapat dukungan/motivasi oleh guru sama seperti yang diterima siswa-siswa lainnya.					
20	Guru senang kepada saya.					
21	Saya menjelaskan ide-ide yang saya miliki kepada siswa-siswa lain.					
22	Saya melakukan investigasi untuk menjawab pertanyaan-pertanyaan yang diberikan oleh guru.					
23	Semua siswa dikelas adalah teman saya.					
24	Saya bertanya kepada guru.					
25	Guru berbicara kepada saya.					
26	Saya mudah berteman dengan siswa-siswa dikelas.					
27	Saya memberikan pendapat selama diskusi kelas berlangsung.					
28	Guru mempertimbangkan/mengerti perasaan saya.					
29	Saya mengetahui tujuan-tujuan yang akan dicapai dari mata pelajaran ini.					

30	Saya melakukan investigasi untuk menguji ide-ide saya.					
31	Saya mencoba memahami tugas-tugas mata pelajaran ini.					
32	Saya mengenal beberapa siswa di kelas.					
33	Di kelas, saya mendapat bantuan dari siswa-siswa yang lain.					
34	Pertanyaan-pertanyaan yang diberikan guru membantu pemahaman saya.					
No.	**Items**	**1**	**2**	**3**	**4**	**5**
35	Siswa-siswa bekerja sama dengan saya untuk mencapai tujuan-tujuan pembelajaran.					
36	Ketika belajar/bekerja dalam kelompok, ada kerja sama..					
37	Saya memiliki kesempatan yang sama seperti siswa-siswa yang lain untuk berkontribusi dalam diskusi kelas.					
38	Saya memiliki kesempatan yang sama seperti siswa-siswa yang lain untuk menjawab pertanyaan yang diberikan oleh guru.					
39	Saya melakukan investigasi untuk menjawab pertanyaan-pertanyaan yang berasal dari diskusi kelas.					
40	Saya belajar dari siswa-siswa lain dikelas.					
41	Saya menemukan jawaban dari pertanyaan-pertanyaan dengan melakukan investigasi.					
42	Guru memberikan perhatian yang sama terhadap pertanyaan-pertanyaan saya dan siswa-siswa lainnya.					
43	Siswa-siswa lain berdiskusi dengan saya mengenai penyelesaian masalah-masalah.					
44	Saya mempunyai kesempatan berbicara yang sama seperti siswa-siswa yang lain.					
45	Menyelesaikan sejumlah pekerjaan dengan jumlah tertentu merupakan hal yang penting bagi saya.					
46	Saya mendapatkan bantuan dari guru sama seperti yang didaptkan siswa-siswa lainnya.					
47	Saya mengetahui apa yang coba saya capai dalam mata pelajaran ini..					
48	Saya menyelesaikan masalah-masalah dengan menggunakan informasi yang didapat dari investigasi saya sendiri.					
49	Saya memperhatikan dengan seksama kegiatan di kelas.					
50	Saya diminta menjelaskan bagaimana saya menyelesaikan masalah-masalah.					

51	Saya bekerja sama dengan siswa-siswa lain dalam menyelesaikan proyek-proyek kelas.					
52	Saya menyelesaikan pekerjaan sesuai dengan yang telah saya rencanakan.					
53	Saya mendiskusikan ide-ide di kelas.					
54	Saya bekerja sama dengan siswa-siswa lain dalam kegiatan-kegiatan kelas.					
No.	**Items**	**1**	**2**	**3**	**4**	**5**
55	Guru mendatangi saya untuk memberikan bantuan.					
56	Saya membantu siswa-siswa lain di kelas yang sedang memiliki masalah dengan pekerjaan mereka.					

(Source: Fraser, Fisher, & McRobbie, 1996)

Terimakasih banyak

Appendix C. English Achievement Test

TOEFL Junior Standard Test

PART 1

LISTENING COMPREHENSION SECTION

The Listening section has 42 questions. Follow along as you listen to the directions.***ctions***

Directions

In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example:

What does the teacher want the students to do?

(A) Help a new classmate

(B) Prepare for gym class

(C) Welcome a guest speaker

(D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example:

What will the students probably do next?

(A) Sing a song

(B) Listen to some music

(C) Choose instruments to play

(D) Discuss the life of a musician

The correct answer is (B), “Listen to some music.”

1. What did the principal like best about the band?

(A) The students wrote their own music.

(B) The band played several kinds of music.

(C) The band played during the whole festival.

(D) The students played many different instruments.

2. What will the class probably do next?

(A) Design a poster

(B) Color the leaves

(C) Eat lunch outside

(D) Collect fallen leaves

3. What is the purpose of the talk?

(A) To tell the students when they can begin working on their projects

(B) To request the students work with each other in pairs

(C) To specify the types of materials the students will use

(D) To inform the students they will need time to clean up

4. What is the teacher explaining?

(A) Why the city is located where it is

(B) How travel to the city has changed over time

(C) How the first tunnels in the city were built

(D) Why the river is important to the city’s history

5. What does the teacher tell the students to do?

(A) Bring in some gardening tools

(B) Wear old clothes to school

(C) Look outside for seeds to plant

(D) Clean the dirt off their clothes

6. What is probably true about the dance?

(A) It is a very popular event.

(B) It is not usually held on a Friday.

(C) It will take place in the cafeteria.

(D) It is the first dance of the school year.

7. What does the teacher ask?

(A) For someone to turn on the lights

(B) For someone to close the curtains

(C) For someone to move the television

(D) For someone to turn on the television

8. What will the students probably do next?

(A) Read a book

(B) Write an essay

(C) Watch a video

(D) Form discussion groups

9. What is the purpose of the talk?

(A) To help students understand the characters they are reading about

(B) To advise students on ways they can improve their writing

(C) To praise the students who wrote the best stories in class

(D) To describe the lives of some famous writers

10. What point does the speaker make about the alphabet in ancient Norway?

(A) It had very few letters.

(B) It was quite difficult to learn.

(C) It spread to other parts of the world.

(D) It was similar to the Chinese writing system.

Now you will hear some conversations. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each conversation only one time.

11. Where is the conversation probably taking place?

(A) Near the entrance to the city library

(B) At a table in the cafeteria

(C) On a sidewalk at school

(D) Inside the art building

12. What did the boy lose?

(A) A watch

(B) A book bag

(C) A library book

(D) His homework assignment

13. According to the conversation, what has not been decided yet?

(A) Who is going to study for the test

(B) Where a group is going to meet to study

(C) What topic the girl will choose for her art project

(D) When the boy will go to the cafeteria

14. What are the speakers happy to see when they enter the cafeteria?

(A) That their friends are there

(B) That their favorite foods are being served today

(C) That there are few people in the line

(D) That the cafeteria will stay open longer than usual

15. What do the speakers say about the drinks in the cafeteria?

(A) They are expensive.

(B) There are not any hot ones.

(C) There are many kinds to choose from.

(D) The types available change every day.

16. What does the boy suggest the girl do?

(A) Try something new

(B) Ask if there is any soup

(C) Read the menu carefully

(D) Order the same meal that he orders

17. What will the boy NOT order for lunch?

(A) Juice

(B) Soup

(C) Salad

(D) Dessert

18. What is the girl on her way to do?

(A) Attend a meeting

(B) Pick up a schedule

(C) Return a library book

(D) Watch a performance

19. What does the girl say about her experience with dancing?

(A) She has tried only one style of dancing.

(B) She has been dancing for a long time.

(C) She sometimes teaches children how to dance.

(D) She has never danced in front of an audience.

20. What happened because of a rainstorm?

(A) A walkway had to be closed.

(B) A building's roof was damaged.

(C) A basketball game was canceled.

(D) An assembly had to be rescheduled.

21. What does the boy say he needs to do?

(A) Meet a teammate

(B) Go to a music class

(C) Return a basketball to a teacher

(D) Make a phone call in the main office

22. What does the boy ask the girl to do?

(A) Join a team

(B) Help him study

(C) Eat lunch with him

(D) Lend him a textbook

23. What subject is the girl interested in?

(A) Math

(B) History

(C) Science

(D) Geography

24. What does the boy offer to give the girl?

(A) A library card

(B) The title of a book

(C) A list of questions

(D) The names of students

25. Where will the event be held this year?

(A) In the gym

(B) In the library

(C) In the cafeteria

(D) In the science room

Now you will hear some talks and discussions about academic topics. Each talk or discussion is followed by four or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet.

You will hear each talk or discussion only one time.

26. What is the main topic of the talk?

(A) Unusual foods served in castles

(B) The training of cooks in castles

(C) The earliest known castle kitchen

(D) The workings of a castle's kitchen

27. What was important about the location of a castle's kitchen?

(A) It was connected to the great hall.

(B) It was below the chef's living area.

(C) It allowed food to be served hot.

(D) It protected castle residents from fires.

28. What does the teacher say about vegetables?

(A) They were expensive.

(B) They were grown in the castle's garden.

(C) They were bought from nearby villages.

(D) They were kept frozen in winter.

29. According to the teacher, what was the chef's main responsibility?

(A) Managing the kitchen workers

(B) Buying the ingredients for meals

(C) Baking bread for everyone in the castle

(D) Presenting the food to the king and queen

30. What are the speakers mainly talking about?

(A) A new road in their town

(B) A new way to build roads

(C) The early history of roads

(D) The cost of building roads

31. Why does the woman talk about animals?

(A) To explain how the first roads were created

(B) To point out that long ago most people did not travel much

(C) To describe an event that happened on a road nearby

(D) To suggest that traveling on country roads can be dangerous

32. Why did people in England build ridge ways?

(A) To connect small towns to major cities

(B) To allow cars to drive around small towns

(C) To create roads that water would not wash away

(D) To create a separate road for transporting animals

33. What does the woman say about roads in ancient Greece?

(A) They were constructed on all of Greece's islands.

(B) They were not as good as roads built by the Romans.

(C) They often washed away in the rain.

(D) They connected Greece to the Roman Empire.

34. What is the speaker mainly talking about?

(A) An unusual part of the Atlantic Ocean

(B) A kind of seaweed that is eaten by most fish

(C) The discovery of an uncommon type of seaweed

(D) A kind of sea animal that lives only in the Atlantic Ocean

35. According to the speaker, what do certain currents in the Atlantic Ocean do?

(A) They cause the Sargasso Sea to become smaller and smaller over time.

(B) They keep the water in the middle of the Sargasso Sea from moving much.

(C) They make fish from the Sargasso Sea drift to other places.

(D) They prevent seaweed in the Sargasso Sea from being eaten by sea creatures.

36. What is the speaker explaining when he mentions sailing ships?

(A) How the Sargasso Sea was discovered

(B) How seaweed got into the Sargasso Sea

(C) How unusual the water in the Sargasso Sea looks

(D) How little wind there is in the Sargasso Sea

37. What is sargassum?

(A) A species of fish

(B) A kind of seaweed

(C) A fast-moving current

(D) A slow-moving sailing ship

38. According to the speaker, what is surprising about some animal species that live in the Sargasso Sea?

(A) They have short life spans.

(B) They are larger than expected.

(C) They are usually found closer to land.

(D) They are not native to the Atlantic Ocean.

39. What is the main topic of the talk?

(A) The eating habits of large sea animals

(B) An animal with an unusual physical feature

(C) An animal with a very long life

(D) Mythical creatures of Europe

40. Why does the teacher mention unicorns?

(A) To explain why people thought narwhals were also mythical

(B) To discuss why it is so difficult to find narwhals

(C) To tell the class what they will learn about next week

(D) To describe what a narwhal's tooth looks like

41. Why did people in Europe hundreds of years ago think the narwhal was special?

(A) They thought they could use its tooth to make medicine.

(B) They thought it brought good luck.

(C) They thought it was a type of mermaid.

(D) They thought it was a highly intelligent animal.

42. Why does the teacher mention peacocks?

(A) To demonstrate how valuable narwhals are

(B) To describe the different colors of male narwhals

(C) To help explain the purpose of the male narwhal's tooth

(D) To talk about a popular animal in medieval Europe

PART 2

LANGUAGE FORM AND MEANING SECTION

Direction

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. The idea that rocks last forever and that rocks

(A) still

(B) very

(C) quite

(D) never

change is not completely true. If you have ever stood next to a rushing river, you

2.

(A) saw

(B) seen

(C) are seeing

(D) may have seen

the water hammering away at the rocks.

The correct answer to **Sample 1** is (D), "never." The correct answer to **Sample 2** is (D),"may have seen."

Questions 1-5 refer to the following note.

Lisa:

1.

(A) So
(B) While
(C) Because
(D)Although

you were at basketball practice today, your teacher,

2. Mr. Morris, called on the phone to talk with you. He

(A) take
(B) to take
(C) is taking
(D) was taken

one of his other classes on a field trip to the aquarium this Saturday. A student in that

3.class is sick and

(A) will be able not
(B) not will be able
(C) be able will not
(D) will not be able

to go. Mr. Morris wants to know

4. whether you'd like to take

(A) that student's place
(B) that student's place is
(C) of that student's place
(D) that student's place, which

on the trip. He

5.said that he is

(A) asking
(B) offering
(C) deciding
(D) discussing

you the chance first because of the great report you wrote about whales. You'll need to let him know tomorrow.

Love,

Mom.

Questions 6-9 refer to the following announcement.

6. A man's wristwatch

(A) finds
(B) finding
(C) has found
(D) was found

in the lobby of Luigi's Pizza

7. Restaurant on Tuesday, February 16. A restaurant worker

(A) seemed

(B) intended

(C) discovered

(D) influenced

8. the watch after the restaurant had closed that evening. Anyone

(A) a guest was

(B) a guest being

(C) he was a guest

(D) who was a guest

at the restaurant that day and is missing a watch should call Luigi's at 555-1953.

9. Callers will be asked

(A) a detailed description is given

(B) to give a detailed description

(C) giving a detailed description

(D) a detailed description gave

of the watch.

Questions 10-13 refer to the following announcement.

10.

(A) Because a student

(B) Being a student

(C) It was a student

(D) A student

from Barksdale High School won this year's regional mathematics competition. Ellen Murphy was among ten finalists in

11. the last round of the competition. The final question was a very

(A) wide
(B) difficult
(C) physical
(D) powerful

algebra problem. The first student to answer the question correctly was named

12.

(A) the winner.
(B) is the winner.
(C) being the winner.
(D) will be the winner.

One student finished the problem

13.

(A) as fast
(B) fastest
(C) to be fast
(D) faster than

Ms. Murphy, but his answer was incorrect. Ms. Murphy solved the problem correctly and took the grand prize.

Questions 14-17 refer to the following part of a short story.

When Dan knocked on the door of the old gray house, he was a little
14.

(A) total.
(B) funny.
(C) foreign.
(D) nervous.

His friends at school had said that the woman who lived in

15. the house was unfriendly, but Dan was sure that

(A) finding the cat
(B) the cat he had found
(C) he had found the cat
(D) the cat had been found

in his yard was hers. He wanted to take it to her. "Hello," a woman's voice responded to his knock. "Who is it?"

16. "Hi. I'm your neighbor from down the street," Dan said

(A) as
(B) that
(C) which
(D) during

she opened the door a few centimeters. "Is this cat yours?"
"Oh, my goodness," the woman said with a big smile. She pulled the door open wide. "Yes, this is Daisy, and I've been worried about her! Thank you so

17. much for

(A) bring
(B) brings
(C) brought
(D) bringing

her back!"

Questions 18-25 refer to the following notice.

18.

(A) Begins
(B) Beginning
(C) Is beginning
(D) To have begun

next Tuesday, the science building will be under

19.construction. Workers will

(A) making
(B) be made
(C) be making
(D) been making

repairs to the outsideof the building for approximately four weeks. While this work is

20. being

(A) done,
(B) made,
(C) taken,
(D) entered,

most classes will continue as usual inside the

21. building. However, if any classes need to be moved

(A) greatly
(B) temporarily
(C) successfully
(D) thoughtfully

22.to other rooms, teachers will inform their students.

(A) At
(B) On
(C) Over
(D) During

the construction, the front entrance to the science building will be closed.

23.

(A) As a result,
(B) Even though,
(C) All of a sudden,

(D) On the other hand, all students will have to use the doors on the

24. north side to enter the building. Also, please remember

(A) keeping out
(B) to keep out
(C) keeps out
(D) kept out

25. of the way of all construction equipment. Anyone

(A) is having a question
(B) they have questions
(C) there is a question
(D) who has questions

about the upcoming construction work should contact the school's main office.

Questions 26-33 refer to the following magazine article.

26.Unlike some other sharks, the basking shark is

(A) no threat to
(B) no threatening
(C) not to threaten
(D) a threat is not to

27.humans. Growing to a size

(A) as large
(B) is larger
(C) many large
(D) much larger

than that of the average human,this giant fish simply ignores divers who swim up to it. The diet of a basking

28.shark

(A) resists
(B) insists
(C) consists
(D) persists

of fish and small animals such as squid, shrimp,

29.and crabs. When it is hungry, it looks for places

(A) what
(B) where
(C) which
(D) whose

great numbers

30.of these small animals can be found. Once it locates an area

(A) a crowd
(B) crowded
(C) has crowded
(D) it is crowded

with fish, a basking shark simply opens its huge mouth and slowly swims

31.through it.

(A) Water flows
(B) Flowing water
(C) To flow water
(D) Water flowing

into its mouth and continues out through aspecial filter structure that traps the small fish and other creatures. Although

32.this method

(A) does require not of eating

(B) does not require of eating
(C) of eating does not require
(D) not of eating does require

the shark to move quickly,

33.it still requires a lot of effort.

(A) Enough food is obtained,
(B) To obtain enough food,
(C) Enough food obtaining,
(D) It obtains enough food,

a baskingshark will filter up to two thousand tons of water per hour.

Questions 34-42 refer to the following essay.

34.People's behavior during public events has changed

(A) by
(B) for
(C) after
(D) over

the years,

35.perhaps because views on

(A) considering what
(B) they considered it
(C) what is considered
(D) that it is considered

appropriate have changed.

36.During a classical music concert, for example,

(A) no people to clap
(B) people do not clap
(C) clapping people do not

(D) people are not clapping

37.until the musicians finish playing the composition. It would be hard

(A) imagines
(B) imagined
(C) to imagine
(D) imagination

the audience clapping in the middle of a performance. It may come as a surprise

38.to many, however, that long ago, this is exactly

(A) what people did.
(B) that people do it.
(C) people had done it.
(D) what did people do.

39.The audience laughed loudly, clapped, and

(A) cheerful
(B) cheered
(C) cheering
(D) has cheered

great moments.

40.That was

(A) why
(B) how
(C) what
(D) which

people showed their regard for a performer's skills. One

41.reason that people's behavior was so

(A) differs

(B) differed
(C) to differ
(D) different

may be that in the past,classical music concerts were more like today's pop music shows. Long ago,

42.classical music was not thought to be

(A) more serious since
(B) so serious than
(C) as serious so
(D) as serious as

it is now.

PART 3

READING COMPREHENSION SECTION

DIRECTION

In this section of the test, you will read seven texts and answer 42 questions. Choose thecorrect answer to each question and mark the letter of the correct answer on your answersheet.

Before you start, read the sample text and the questions below.

Sample Text

> The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a redcolor, but gray clouds often surround it. On clear days people come to take picturesof the bridge. The pictures show the green hills next to the bridge and the bluewater under it.

Sample Question 1

What is this text mostly about?

(A) Gray clouds

(B) San Francisco

(C) A famous bridge

(D) Taking photographs

The correct answer is C, “A famous bridge.”

Sample Question 2

What color is the Golden Gate Bridge?

(A) Red

(B) Green

(C) Blue

(D) Gray

The correct answer is A, “Red.”

Questions 1-5 are about the following note from a teacher.

Dear Cathy,

Thanks for volunteering to clean up the science laboratory this afternoon.Usually, when a student does this for the first time, I go to the lab to show himor her exactly what to do. However, today I have a teacher’s staff meetingat 3:30, so I can’t be there. Still, I’m sure everything will be fine, since youhave worked in the lab many times. Here is what you should do:

1. Clean all the glass containers that were used in class today.

2. After washing the containers, place them upside down on a towel to dry.

3. Wipe down all the worktables with a wet cloth.

4. Put all the microscopes that have been left out back on the equipmentshelf.

5. Sweep the floor.

6. Put the trash outside the door.

7. Turn off the lights and lock the door when you leave.

If you have any questions, please ask Ms. Edwards in the classroom next door.You can return the key to me tomorrow when we have class at 10:30.

Thank you so much for your help!

— Mr. Marston***Directions***

1. In line 2 of the note, the word this refers to _____.

(A) saying thank you

(B) finishing homework

(C) going to the science laboratory

(D) cleaning the science laboratory

2. Where will Mr. Marston probably be when Cathy cleans the lab?

(A) In the lab

(B) In his office

(C) At a meeting

(D) In the classroom next door

3. Where should Cathy put the glass containers?

(A) On a towel

(B) Near the door

(C) Next to the sink

(D) On the equipment shelf

4. What should Cathy do immediately after sweeping the floor?

(A) Lock the lab door

(B) Put away any microscopes

(C) Wipe down the worktables

(D) Take the trash out of the lab

5. When should Cathy give the key back to Mr. Marston?

(A) On her way home

(B) In class the next day

(C) Right after she cleans the lab

(D) Before school begins the next morning

Questions 6-10 refer to the following letter in a school newspaper.

Line This is my first year attending Wilson Middle School. Last year I went to a different middle school. Over the summer my father got a new job, so our whole family moved. Now I go to Wilson.

I want to make some comments based on my unique perspective as *5* someone who has attended two different middle schools. For example, I was surprised by all the complaints that the students at Wilson make about the food in the cafeteria. Either they don't like it, or they want more choices. But I like the food. The dishes are pretty tasty. And as for choices, at the school I went to last year there were never more than two lunch options each day. Sometimes there was only one!

10 However, I don't want anyone to think that I have a negative opinion of the Wilson students. Actually, I have been impressed with how involved the students here are. I plan to participate in some of the special clubs here that are organized by students, like the photography club and the hiking club. At my last school, students were not as actively involved in forming clubs.

6. Why is the author a student at Wilson Middle School?

(A) Because his family recently moved

(B) Because his father is a teacher there

(C) Because it is the best school in the area

(D) Because he just completed primary school

7. In line 4, the word perspective is closest in meaning to _____.

(A) cause and effect

(B) back and forth

(C) out of date

(D) point of view

8. In line 9, the word one refers to _____.

(A) day

(B) school

(C) option

(D) cafeteria

9. Why does the author like the food at Wilson Middle School?

(A) It tastes good.

(B) It is very healthful.

(C) The servings are large.

(D) Students help to make it.

10. What does the author imply about the students at his previous schoolcompared to students at Wilson Middle School?

(A) They did better in their studies.

(B) They planned fewer activities.

(C) They belonged to sports clubs.

(D) They gave him more help.

Questions 11-17 are about the following story.

Line Cricket—how I detested this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.

5 Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!

I can recall so clearly the sounds of the ball hitting the bat and the quick *10* running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch it not with anger, but with fond memories of the endless days and nights spent playing the game.

11. What title best summarizes the main idea of the passage?

(A) Cricket: A Game for All Ages

(B) How I Learned to Love Cricket

(C) The Dangers of Playing Cricket

(D) Learning the Rules of a Difficult Game

12. In line 1, the word detested is closest in meaning to _____.

(A) hated

(B) played

(C) wanted

(D) watched

13. What best describes the author's attitude toward cricket when he was very young?

(A) It was boring to watch.

(B) It was difficult to learn.

(C) It was fun to talk about.

(D) It was dangerous to play.

14. According to the author, what was surprising about some of the cricket games he played?

(A) They were played without bats.

(B) They were played on rooftops.

(C) No one cared who won them.

(D) No one got hurt playing them.

15. The author describes memories of all of the following EXCEPT _____.

(A) how the sun felt on his skin

(B) how the ball sounded hitting the bat

(C) how the sky turned from light to dark

(D) how the rules of the game caused arguments

16. What change does the author describe?

(A) He could not remember the rules of cricket at first, but then he decided it did not matter.

(B) He was afraid of getting hurt playing cricket at first, but then he stopped being afraid.

(C) He did not like cricket at first, but then he began to enjoy it.

(D) He liked playing cricket at first, but then he grew tired of it.

17. In line 13, the word fond is closest in meaning to _____.

(A) old

(B) cruel

(C) happy

(D) interesting

Questions 18-23 are about the following story.

Line Edward rang the Millers' doorbell. Mr. and Mrs. Miller had moved into the neighborhood last month. They had a five-year-old son, and they had asked Edward to watch him that evening while they went out.

"Hello, Edward," Mrs. Miller said as she opened the door.

5 Mr. Miller stood behind her with a boy at his side. "This is Lucas," Mr. Miller said. "Lucas, this is Edward. He will watch you tonight while Mom and I are out." The little boy waved shyly to Edward. The Millers asked Edward to

entertain Lucas for an hour and then put him in bed. After Lucas's parents left, Edward went with the boy to his room. They played some

10 games and built a tower out of wooden blocks.

"It's time for you to go to sleep now," Edward said. Lucas looked disappointed, but he changed into his pajamas and got into bed. "Will you read me a story?" he asked Edward. Edward took a picture book from the shelf and read it to Lucas. When he finished reading

15 the book to Lucas, he turned out the light and said good night. But as soon as Edward left the room, Lucas called out to him. "What's wrong?" Edward asked. "I'm afraid of the dark," Lucas explained.

Edward turned on the small light by Lucas's bed. "Good night," Edward said again.

20 Five minutes later, Lucas cried out again. "What's wrong now?" Edward asked. "I thought I heard a sound," Lucas said. "I think there might be a monster under my bed." Edward explained that there was no monster under the bed, but Lucas was still afraid. Finally, Edward went to the kitchen and found a flashlight. He shined the flashlight under

25 Lucas's bed. "See?" he said. "No monster."

"Will you stay with me in case one comes?" Lucas begged.

Edward could see that the little boy was frightened. He agreed to sit in the chair by Lucas's bed, with the flashlight in his hand. Edward sat in the chair, waiting for Lucas to fall asleep. The dim light in the room and

30 the soft chair made Edward feel tired, too. He closed his eyes.

The next thing he knew someone was shaking him gently. Edward opened his eyes and saw Mr. and Mrs. Miller.

"We're home," Mrs. Miller whispered. "Thank you for taking care of Lucas. We had a wonderful evening."

35 Edward shook himself in amazement. Was the evening over already?

18. Why did Edward go to the Millers' house?

(A) To borrow a flashlight

(B) To take care of Lucas

(C) To welcome the Millers to the neighborhood

(D) To help the Millers move into their house

19. In line 7, the word entertain is closest in meaning to _____.

(A) look for

(B) cook for

(C) play with

(D) argue with

20. What did Edward and Lucas do before Lucas went to bed?

(A) They built a tower of blocks.

(B) They looked for a flashlight.

(C) They put books on a shelf.

(D) They drew pictures.

21. In line 26, the word one refers to a _____.

(A) shelf

(B) chair

(C) monster

(D) flashlight

22. How did Lucas probably feel about going to bed?

(A) Disappointed and afraid

(B) Angry and nervous

(C) Relieved and tired

(D) Sad and confused

23. Why did Lucas keep calling out to Edward?

(A) He saw something under the bed.

(B) He did not want to be left alone.

(C) He could not reach the book on the shelf.

(D) He forgot where the wooden blocks were.

Questions 24-31 are about the following newspaper article.

Line Marina Hills High School is fighting
pollution in an unusual way. It's planting
trees!
In an effort to fight pollution and help
5 the environment, the Marina Hills Ecology
Club offers free trees to institutions willing
to plant them on their grounds. Among
those that took advantage of the offer was

Marina Hills High School. After consulting
10 with his teachers on where to plant the
trees, Principal Max Webb contacted the
Ecology Club.
But when the seedlings arrived, Webb
had an idea. Instead of planting the young
15 trees in front of the school, he thought it
would be better to put them behind the
school, where the sun gets very hot in the
afternoon.
"It gets so hot inside the building that
20 the students start to sweat during their
afternoon classes," said Webb. "Now the
shade from our trees will bring them some
relief."
"There was no argument from the
25 teachers," he added. "When I proposed
the idea, everyone said, 'Now why didn't
I think of that!'"
The relief won't come until the trees
grow taller, but the school will not have to
30 wait long because it requested two species
of trees that grow quickly.

"Time is key, and we wanted our trees
to get big fast," said Webb. "We were
given a wide choice, from shrubs to fruit
35 trees. We requested eucalyptus and willow
trees."
Webb said he is also looking forward to
finally seeing some wildlife in the school
yard at Marina Hills High School.
40 "If all you have is a grass lawn with no
trees, you can't expect the local birds to
come and visit," said Webb. "They have
no place to make their nests. Now that will
change, and we'll be able to see birds from
45 our classroom windows."

24. What would be the most appropriate headline for this article?

(A) Local School Gets Greener

(B) Student Wins Science Award

(C) Principal Discovers New Tree

(D) Teacher Leads Ecological Club

25. What problem does Principal Webb talk about?

(A) Pollution in the city

(B) Classrooms that are too hot

(C) Tall trees that block the view

(D) Wild animals that destroy trees

26. What did the Ecology Club do for Marina Hills High School?

(A) It helped design the school yard.

(B) It put flowers in the classrooms.

(C) It sold seeds to the school.

(D) It provided free trees.

27. In line 13, the word seedlings is closest in meaning to _____.

(A) bird nests

(B) young trees

(C) packages of seeds

(D) members of a club

28. What decision was changed?

(A) Which trees should be dug up

(B) When the old trees should be cut down

(C) Where the new trees should be planted

(D) Which type of tree should be chosen

29. In line 22, the word them refers to _____.

(A) trees

(B) classes

(C) students

(D) teachers

30. What can be inferred from the article about eucalyptus and willow trees?

(A) They grow quickly.

(B) They become extremely tall.

(C) They are less expensive than fruit trees.

(D) They do not grow flowers in the springtime.

31. What does Principal Webb imply about the local birds?

(A) They make their nests on the ground.

(B) They are not often seen at the school.

(C) There are fewer of them due to the pollution problem.

(D) They fly into the classrooms when the windows are open.

Questions 32-42 are about the following passage.

Line Being able to land safely is a critically important skill for all flying animals. Whereas terrestrial animals face no particular challenge when they need to stop running or crawling, flying animals move at much higher speeds, and they must be careful about how they land. Hitting the ground, or even water, at full flight speed would be quite dangerous. Before

5 touching down, they must decrease their speed in order to land safely. Both bats and birds have mastered the skill of landing, but these two types of flyers go about it quite differently. In the past it was believed that, in terms of flying mechanics, there was little difference between bats and birds. This belief was based only on assumption, however, because for years nobody had actually studied in graphic detail how bats move their wings. In recent

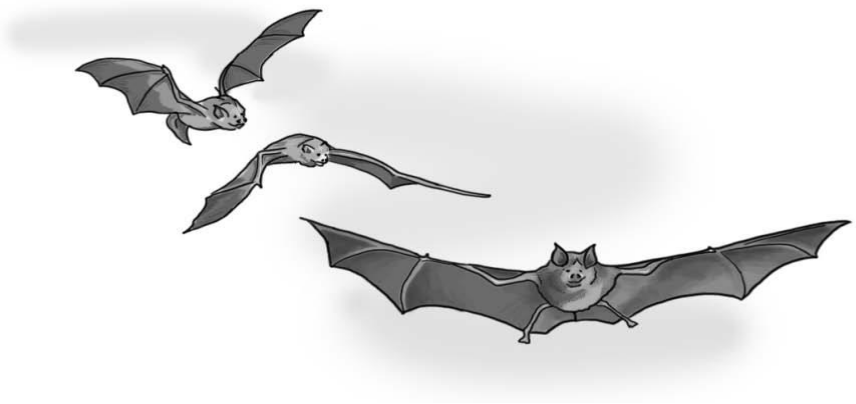
10 years, though, researchers have discovered a number of interesting facts about bat flight. Bats are built differently from birds, and their wings incorporate both their front and hind limbs. This makes coordinating their limbs more difficult for bats and, as a result, they are not very good at flying over longer distances. However, they are much better at mane,uverability: a bat can quickly change its direction of flight or completely reverse it,

15 something a bird cannot easily do.

Another interesting characteristic of bat flight is the way in which bats land—upside down! Unlike birds, which touch down on the ground or on tree branches, bats can be observed flying around and then suddenly hanging upside down from an object overhead. How do they do it? A group of researchers recently used video cameras to film bats landing

20 on nets suspended from the ceiling of their laboratory and studied the recordings in slow motion. They painted spots on the bats' wings to see in detail what happens to the wings in flight and during touchdown. It turns out that the bats flew in a straight line up to the net and then quickly flipped over and attached themselves to it upside down. One downside to this landing routine is that the bats often slam into their landing spot with some force,

25 which probably causes pain. However, not all bats hit their landing spots with the same speed and force; these will vary depending on the area where a bat species makes its home. For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful about its landing preparation than a bat more accustomed to landing in leafy treetops.



32. What is the main topic of the passage?

(A) Places where flying animals choose to land

(B) Why scientists have difficulty observing bats

(C) Differences in the eating habits of bats and birds

(D) Ways in which bats move differently from birds

33. In line 2, the word terrestrial is closest in meaning to _____.

(A) high-flying

(B) fast-moving

(C) tree-climbing

(D) ground-living

34. According to the passage, what skill is crucial for flying animals?

(A) Diving underwater

(B) Slowing down to land

(C) Flying over great distances

(D) Balancing on high branches

35. Which of the following is a false assumption about bats that was recently corrected?

(A) They cannot hear.

(B) They sleep upside down.

(C) They fly similarly to birds.

(D) They hide in tree branches.

36. According to the passage, what is an advantage that bats have over birds?

(A) Bats can land on a greater variety of surfaces.

(B) Bats can turn in the air more quickly.

(C) Bats can eat while flying.

(D) Bats are lighter.

37. In line 11, the word incorporate is closest in meaning to _____.

(A) add

(B) deliver

(C) include

(D) discover

38. In line 14, the word it refers to _____.

(A) bat

(B) bird

(C) direction

(D) maneuverability

39. The researchers used all of the following to study bats EXCEPT _____.

(A) nets

(B) paint

(C) cables

(D) cameras

40. In line 20, the word suspended is closest in meaning to _____.

(A) hanging

(B) entering

(C) falling

(D) living

41. In line 24, the word slam is closest in meaning to _____.

(A) crash

(B) bring

(C) break

(D) change

42. According to the passage, what helps determine a bat's landing speed?

(A) What it eats

(B) How old it is

(C) How big it is

(D) Where it lives

APPENDIX D

Listening Comprehension Script

1. ***(Narrator):*** Listen to a school principal talking to a group of students.

(Woman): I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Student bands usually play something traditional, but you actually composed something original. That's really impressive!

(Narrator): What did the principal like best about the band?

Answer Choices:

(A) The students wrote their own music.

(B) The band played several kinds of music.

(C) The band played during the whole festival.

(D) The students played many different instruments.

2. (Narrator): Listen to a science teacher talking to her students.

(Woman): First, we are going to collect some leaves that have fallen from the trees. Then, we will compare the colors of those leaves. After that, we will use the leaves to make a poster about what happens to trees during autumn. OK, now put on your jackets and let's head outside.

(Narrator): What will the class probably do next?

Answer Choices:

(A) Design a poster (C) Eat lunch outside

(B) Color the leaves (D) Collect fallen leaves

3. ***(Narrator):*** Listen to an art teacher talking to a class.

(Man): Today we're going to begin our lesson on sculptures. Because we are going to work with clay and it can get pretty messy, I'm going to stop you all about ten minutes before class

ends. Then you can start cleaning up your work stations and put away your supplies.

(Narrator): What is the purpose of the talk?

Answer Choices:

(A) To tell the students when they can begin working on their projects

(B) To request the students work with each other in pairs

(C) To specify the types of materials the students will use

(D) To inform the students they will need time to clean up

4. ***(Narrator):*** Listen to a teacher talking to a history class.

(Woman): When we take our class trip into the city this week, we'll be driving through a tunnel that

will take us under a river. It's so easy to take a train or a car into the city today by using one of the tunnels that we don't think much about the fact that we're crossing a river. But in the city's early days, the only way to get to the city was by boat. I want you to keep this in mind as we learn more about the city's history.

(Narrator): What is the teacher explaining?

Answer Choices:

(A) Why the city is located where it is

(B) How travel to the city has changed over time

(C) How the first tunnels in the city were built

(D) Why the river is important to the city's history

5. ***(Narrator):*** Listen to a teacher talking to his class.

(Man): As you know, tomorrow we'll be planting trees in the park. A few dozen saplings will be provided, and you'll be given gardening tools to dig holes for the trees. One important thing to remember—gardening involves working with dirt, so don't come to school in nice clothes. Make sure to dress in something old—something you wouldn't mind getting

dirty.

(Narrator): What does the teacher tell the students to do?

Answer Choices:

(A) Bring in some gardening tools

(B) Wear old clothes to school

(C) Look outside for seeds to plant

(D) Clean the dirt off their clothes

6. ***(Narrator):*** Listen to a school principal speaking over the intercom.

(Man): Next Friday is the annual school dance. Tickets go on sale starting today in the school cafeteria during lunch. They will be on sale all week. Make sure you buy a ticket in advance, as we won't be selling them at the door the night of the dance. We only have 150 tickets to sell, and they usually sell out before the day of the dance. You don't want to miss this special event!

(Narrator): What is probably true about the dance?

Answer Choices:

(A) It is a very popular event.

(B) It is not usually held on a Friday.

(C) It will take place in the cafeteria.

(D) It is the first dance of the school year.

7. ***(Narrator):*** Listen to a geography teacher talking in a classroom.

(Man): Now we're going to watch a documentary program about one of the countries we've been discussing in class. But I'm afraid it's a little too bright in here. Could someone please

draw the curtains while I turn on the TV? Then there won't be any glare on the screen and everyone will able to see just fine.

(Narrator): What does the teacher ask?

Answer Choices:

(A) For someone to turn on the lights

(B) For someone to close the curtains

(C) For someone to move the television

(D) For someone to turn on the television

8. ***(Narrator):*** Listen to a history teacher speaking to his class.

(Man): In order to understand a little more about the life of United States President Abraham Lincoln, we are going to watch a short video. I want you to take notes during the video and think about what we have learned so far. Afterward, we will have a discussion about Lincoln's life.

(Narrator): What will the students probably do next?

Answer Choices:

(A) Read a book

(B) Write an essay

(C) Watch a video

(D) Form discussion groups

9. ***(Narrator):*** Listen to an English teacher speaking to her class.

(Woman): Before we start writing our stories, I want to show some ways you can make your characters more believable. You can try to give them real-life details. One thing you might want to do is base your characters on people you know in real life. This is something that even many famous writers do.

(Narrator): What is the purpose of the talk?

Answer Choices:

(A) To help students understand the characters they are reading about

(B) To advise students on ways they can improve their writing

(C) To praise the students who wrote the best stories in class

(D) To describe the lives of some famous writers

10. ***(Narrator):*** Listen to a teacher talking in a history class.

(Man): Throughout history, people all around the world have invented many different writing systems. One interesting alphabet is the so-called futhark [FOO-thahrk (unvoiced "th")],

which was used in Norway a thousand years ago. Futhark is an exceptional system, because it is the shortest known alphabet in the world. It only had 16 letters. While some writing systems, like Chinese, can have many thousands of symbols, futhark made do with just 16 characters.

(Narrator): What point does the speaker make about the alphabet in ancient Norway?

Answer Choices:

(A) It had very few letters.

(B) It was quite difficult to learn.

(C) It spread to other parts of the world.

(D) It was similar to the Chinese writing system.

No. 11–13

(Narrator): Listen to a conversation between two students at school.

(Girl): Hi, Tommy. Are you on your way to the cafeteria?

(Boy): [answering, but distracted as he is looking for something] No—I was on way to the library to return a book, but now I'm looking for my watch. It must've fallen off somewhere here in the grass. It was a gift from my father, so I really want to find it.

(Girl): Hmm ... I'd like to help you look for it, but I'm heading to the art building—I made an appointment with my art teacher to talk about a homework assignment, and I don't want to keep him waiting.

(Boy): That's OK. The watch has got to be here somewhere. ... Oh, there it is. Hey, by the way, do you want to study for tomorrow's history test with me and some other people from our class after school? We haven't decided where we're going to meet yet—probably at the city library.

(Girl): That sounds like a good idea. I'd like to join you.

(Boy): I'm having lunch with the others, so we'll know where we're meeting by the time I see you in science class.

(Girl): All right. I'll see you then.

(Narrator): Now answer the questions.

No. 14–17

(Narrator): Listen to a conversation between two friends in a school cafeteria.

(Girl): Look—the cafeteria is almost empty! We won't have to wait in line too long.

(Boy): Good idea. Let's get something now before it gets too crowded.

(Girl): Hmm. I think I'll have one of the salads today and something to drink. But I can't make up my mind which drink to choose! It's hard to pick something when there so many

different kinds to choose from.

(Boy): It's better to have too many choices than not enough! Why don't you have something

you've never tried before. Maybe you can discover something new that you like!

(Girl): That's a really good idea. And what about you? Are you going to have a salad too?

(Boy): I think so. And maybe a bottle of juice ... and a cup of that soup, too. It looks really good! But I'll definitely pass on the dessert items. I've been eating way too many sweet things lately!

(Narrator): Now answer the questions.

No. 18–21

(Narrator): Listen to a conversation between two students at school.

(Girl): Excuse me, is this the way to the gym?

(Boy): Uh ... yes it is. Are you a new student here?

(Girl): Yes. [upspeak] I'm trying to find the meeting about the dance team? I heard that the

school is starting one up. I wanted to find out more about it.

(Boy): Do you dance?

(Girl): Uh-huh. I've been taking lessons since I was little—traditional dance, ballet, jazz....

(Boy): Wow—then you must be pretty good. Anyway, I heard about that new dance team. I think they're going to be performing at school assemblies and stuff like that. Well, the
gym's that way. But I just came from there, and I heard someone saying that the dance team was meeting in the music room.
(Girl): Are you sure? Because the notice I saw said the gymnasium.

(Boy): Well, remember that big storm we had a couple of days ago? And all that rain?

(Girl): Yes ....

(Boy): Well, some water got into the gym through the roof, so they're doing some work in there—you know, fixing the roof. Do you know where the music room is … near the library?

(Girl): Yes. I had my first music class today, actually.

(Boy): Oh good. [Turning attention to other matters] Now I just have to find Mr. Harris, my gym teacher.

(Girl): Oh, I wish I could help you.

(Boy): That's OK. I just have to return a basketball I borrowed. But I think I'll just leave it for him at the main office. Good luck with the dancing!

(Girl): Thanks!

(Narrator): Now answer the questions.

No. 22–25

(Narrator): Listen to a conversation between two friends from school.

(Boy): Maria, would you like to be on my team in next week's trivia quiz?

(Girl): Trivia quiz? I've heard about it, but I don't know exactly what it is.

(Boy): It's a general-knowledge contest. All of the teams are given a set of questions to answer—questions on all kinds of topics—and the team that gets the most correct answers wins.

(Girl): Sure, I guess I could play. But why do you want me on your team?

(Boy): Well, our team already has students who are interested in biology, history, and math. But we're not too good at geography. A lot of questions are about various countries, continents, and things like that. We need someone strong in geography—like you!

(Girl): Well, geography is my favorite subject. You can count me in! ... Should I study for this?

(Boy): Hmm … It's hard to study for this kind of competition. But if you want, I have examples of questions that were asked in the quizzes in the past. A list like that would give you a general idea of what to expect.

(Girl): That would be great. So will it be held in the library?

(Boy): Not this time. Now we'll be in the gym. A lot more teams are signing up to play this time, so they had to move it to a place with more space. Even the cafeteria wasn't big enough.

(Girl): Wow—the gym is pretty big.

(Boy): Well, that just shows you how popular the trivia quiz has become!

(Narrator): Now answer the questions.

No. 26–29

(Narrator): Listen to a teacher talking in a history class.

(Man): When people think of life in Europe hundreds of years ago, they often think of castles built of stone, with huge towers. Castles were the homes of kings and queens and other

powerful people. Hundreds of relatives, soldiers, and workers also lived there.
The kitchen was a very important place in a castle. It was busy all day and every day. A castle's kitchen was usually located a good distance away from other castle rooms and buildings, especially the great hall, a large room where people gathered for meals and other activities. This was because of the danger of fires. The kitchen staff needed to use fire for cooking, but sometimes kitchen fires accidentally grew out of control and could spread to other parts of the castle. That's why the kitchen was usually far away.

Each kitchen also had a garden where vegetables were grown. Back then, food could not be frozen or kept in refrigerators like today. Some vegetables could be stored underground, but not for long, so most vegetables were picked fresh from the castle garden as they were needed. But, of course, a king's dinner consisted of many other ingredients like bread, meat, and fish. To prepare a full meal, many cooks were needed.

The castle kitchen employed a whole team of people, some of whom made bread, and others who prepared desserts or cooked meat dishes. The chef was like a head manager who was responsible for making sure that the team of assistants did their job right. Although chefs would also be involved in the cooking of some parts of the meal, their main task was to supervise the whole team.

(Narrator): Now answer the questions.

No. 30–33

(Narrator): Now you will hear part of a radio program.

(Man): Hello, listeners. Today I'll be speaking with Ms. Amanda Jones, the town director of road transportation. Thank you for joining us.

(Woman): It's my pleasure.

(Man): Ms. Jones, it seems like there are always new roads to build or old ones to fix. Let's start with new roads. How do you decide where to put in a new road?

(Woman): Well, that's an interesting question. One way to think about it is to go back in history.

You know, people didn't build the first roads. Animals did. These roads were really just tracks—just paths—that animals made in the dirt as they walked to find food or water. Then people started to use them. In fact, some of the roads we drive on today were at one time paths made by wild animals.

(Man): But we humans began making roads for ourselves at some point, right?

(Woman): Yes, of course. We made them when we needed them ... which happened when we started to settle in communities, and we wanted to trade with people in other communities. Even then, the roads were pretty simple. Let me ask a question: Why would we need anything more, like paved roads?

(Man): Well, I suppose when we wanted to carry things ... when we built vehicles, like carts and wagons.

(Woman): Exactly! And that's when you start to see better roads, roads made with logs or, better

yet, stone or brick. And roads made with good drainage—a good road has to have a place for water to go. Rainwater can really damage a road, or even wash it away. In England, thousands of years ago, people made roads on ridges—along the cliffs and hills beside streams and rivers. Why? Because it's drier there. "Ridge ways," they called them. Some ridge ways still exist in England—they're still used today for walking and hiking.

Now road building really started to increase when nations began to grow. In ancient India, rulers created big road networks—it helped them to control a lot of land from central cities. And the Romans became excellent road builders. After all, they had a huge empire to connect together. But the roads in ancient Greece were not as good as those of the Romans. They didn't put as much effort into road building. Why? Because Greece is full of islands, and they traveled more by boat.

(Narrator): Now answer the questions.

No.34–38

(Narrator): Now you will hear a speaker talking to a class on a trip to a marine aquarium.

(Man): Hello, everyone. Thank you for visiting the aquarium today. I hope you've enjoyed seeing the thousands of fish we have here, as well as the other sea animals. During the next hour we're going to show you some more sea creatures. They all come from a body of water called the Sargasso [sahr-GAS-so] Sea.

The Sargasso Sea is actually part of the Atlantic Ocean. What I mean is—it isn't a separate body of water; it's more like a sea within an ocean. It's located off the southern half of North America, and it is very large—it covers millions of kilometers. Now, a couple of things make it distinctive. First, and probably most important, the waters there are very calm—calm and warm. There's also very little wind there. Surrounding the Sargasso Sea are water currents in the Atlantic that move in a circular motion, counterclockwise. This water swirls around the Sargasso Sea. Because of the way these currents move, the water in the middle of the Sargasso Sea doesn't move much at all.

Because of the still waters and the lack of wind, sailing ships crossing the Atlantic travel much more slowly when they get to the Sargasso Sea. Without wind, sailboats can get stuck there for long periods. Something else that's unusual about the Sargasso Sea is the seaweed floating on its surface. Large amounts of a kind of seaweed called sargassum float on top of the water there. And because of the currents, the seaweed stays in the Sargasso Sea—it's kind of held in place by the rotating currents.

Now this seaweed is what interests us most here at the aquarium, because it supports all kinds of sea life, like shrimp, crabs, and fish. Sargassum creates an ecosystem for them to live in. What makes this ecosystem quite remarkable is that the creatures there are ones you'd expect to find much closer to shore, much

closer to land, not out in the middle of the Atlantic Ocean. Most likely, sargassum probably did not exist in the Sargasso originally. Rather, the seaweed and some of the ecosystem it supported drifted out into the Sargasso Sea long ago and became trapped there by the currents. From there, it simply spread all over the Sargasso Sea.

(Narrator): Now answer the questions.

No. 39–42

(Narrator): Listen to part of a discussion in a science class.

(Man): Since you all seemed to like our discussion last week, I thought we'd continue talking about unusual animals. Have any of you ever heard of an animal called the narwhal?

(Girl): No, but "whal" sounds kind of like "whale." Is a narwhal a kind of whale?

(Man): In fact it is! The narwhal is a species of whale that lives in the cold waters of the Arctic Ocean. Now, both male and female narwhals have teeth—but the male's teeth look very strange. This is because the male narwhal has one long, straight tooth. How long? It's about 7-10 feet long—that's longer than the height of the tallest person in the world! Since this one tooth is so long and pointy, a lot of people say it looks like the horn of a unicorn. In fact, sailors in the old days used to call the narwhal the unicorn of the sea. Some people even thought that it had magical powers!

(Boy): Why did they think it was magical? Because of the big tooth?

(Man): Precisely. Hundreds of years ago in the Middle Ages, Europeans thought that unicorn horns could cure people who were sick. Because the narwhal's tooth looks like a unicorn's horn, some people thought it could be used to cure sick people. As a result, narwhal teeth were considered quite valuable, and they were sold by merchants for a lot of money.

(Girl): So why do narwhals have this long tooth? Do they use it to protect themselves?

(Man): Well, we're not sure. But a lot of scientists agree that male narwhals probably use it to attract female mates—the way a male peacock uses his beautiful feathers to attract a mate. The female narwhal will choose the male with the longest tooth, the same way that the female peacock chooses the male with the most beautiful feathers.

(Narrator): Now answer the questions.

Appendix E. Answer Sheet

Practice Test Answer Sheet

ETS® TOEFL® Junior™

EXAMPLE

CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
(A) (B) ● (D)	(A) (B) ✓ (D)	(A) (B) ✗ (D)	(A) (B) ⊘ (D)	(A) (B) ○ (D)

LISTENING COMPREHENSION

SAMPLES				
A (A) (B) (C) (D)	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
B (A) (B) (C) (D)	8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)
	9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)
1 (A) (B) (C) (D)	10 (A) (B) (C) (D)	19 (A) (B) (C) (D)	28 (A) (B) (C) (D)	37 (A) (B) (C) (D)
2 (A) (B) (C) (D)	11 (A) (B) (C) (D)	20 (A) (B) (C) (D)	29 (A) (B) (C) (D)	38 (A) (B) (C) (D)
3 (A) (B) (C) (D)	12 (A) (B) (C) (D)	21 (A) (B) (C) (D)	30 (A) (B) (C) (D)	39 (A) (B) (C) (D)
4 (A) (B) (C) (D)	13 (A) (B) (C) (D)	22 (A) (B) (C) (D)	31 (A) (B) (C) (D)	40 (A) (B) (C) (D)
5 (A) (B) (C) (D)	14 (A) (B) (C) (D)	23 (A) (B) (C) (D)	32 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	15 (A) (B) (C) (D)	24 (A) (B) (C) (D)	33 (A) (B) (C) (D)	42 (A) (B) (C) (D)

LANGUAGE FORM AND MEANING

SAMPLES				
A (A) (B) (C) (D)	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
B (A) (B) (C) (D)	8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)
	9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)
1 (A) (B) (C) (D)	10 (A) (B) (C) (D)	19 (A) (B) (C) (D)	28 (A) (B) (C) (D)	37 (A) (B) (C) (D)
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5 (A) (B) (C) (D)	14 (A) (B) (C) (D)	23 (A) (B) (C) (D)	32 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	15 (A) (B) (C) (D)	24 (A) (B) (C) (D)	33 (A) (B) (C) (D)	42 (A) (B) (C) (D)

READING COMPREHENSION

SAMPLES				
A (A) (B) (C) (D)	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
B (A) (B) (C) (D)	8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)
	9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)
1 (A) (B) (C) (D)	10 (A) (B) (C) (D)	19 (A) (B) (C) (D)	28 (A) (B) (C) (D)	37 (A) (B) (C) (D)
2 (A) (B) (C) (D)	11 (A) (B) (C) (D)	20 (A) (B) (C) (D)	29 (A) (B) (C) (D)	38 (A) (B) (C) (D)
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4 (A) (B) (C) (D)	13 (A) (B) (C) (D)	22 (A) (B) (C) (D)	31 (A) (B) (C) (D)	40 (A) (B) (C) (D)
5 (A) (B) (C) (D)	14 (A) (B) (C) (D)	23 (A) (B) (C) (D)	32 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	15 (A) (B) (C) (D)	24 (A) (B) (C) (D)	33 (A) (B) (C) (D)	42 (A) (B) (C) (D)

Appendix F. The Answer Key of English Testwer Key

Practice Test – Answer Key					
Listening Comprehension Section		**Language Form and Meaning Section**		**Reading Comprehension Section**	
1. A	22. A	1. B	22. D	1. D	22. A
2. D	23. D	2. C	23. A	2. C	23. B
3. D	24. C	3. D	24. B	3. A	24. A
4. B	25. A	4. A	25. D	4. D	25. B
5. B	26. D	5. B	26. A	5. B	26. D
6. A	27. D	6. D	27. D	6. A	27. B
7. B	28. B	7. C	28. C	7. D	28. C
8. C	29. A	8. D	29. B	8. C	29. C
9. B	30. C	9. B	30. B	9. A	30. A
10. A	31. A	10. D	31. A	10. B	31. B
11. C	32. C	11. B	32. C	11. B	32. D
12. A	33. B	12. A	33. B	12. A	33. D
13. B	34. A	13. D	34. D	13. A	34. B
14. C	35. B	14. D	35. C	14. B	35. C
15. C	36. D	15. B	36. B	15. D	36. B
16. A	37. B	16. A	37. C	16. C	37. C
17. D	38. C	17. D	38. A	17. C	38. C
18. A	39. B	18. B	39. B	18. B	39. C
19. B	40. D	19. C	40. B	19. C	40. A
20. B	41. A	20. A	41. D	20. A	41. A
21. C	42. C	21. B	42. D	21. C	42. D

Source: Educational Testing Service (2012)

Appendix G. Preliminary Study

PRELIMINARY STUDY

TEACHER

1. Do you have problem that you face when you teach in the class?
2. What is the problem that you face?
3. Does the students active in learning English?
4. Does the students make the task assignment?
5. Does the students perceived classroom environment positively?

STUDENTS

1. When you join TOEFLtest, is the score good?
2. Do you have problem when you answer all the questions per section?
3. Can you motivate yourself?
4. Are you easy to make a friendships among students in your class?
5. Does your teacher help you when you have the difficulties with the work?
6. Does you discuss an ideas in the class?
7. Does you cooperate with other students when doing assignment work?
8. Does you receive the same emcouragement from the teacher as other students do?

Appendix H. Instrument Validation

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" — a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" — b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" — c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" — d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas	✓		✓	
	2. Kriteria skor dinyatakan jelas			✓	
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	3. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas		✓		
III.	**Aspek Bahasa**				
	4. Rumusan pernyataan komunikatif		✓		
	5. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar		✓		
	6. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	**Penilaian validasi umum**	a	(b)	c	d

Kesimpulan:
revise as suggested
.....
.....

Palembang, 16 Oktober **2016**
Validator I

Selfiyana Astuti, M.Pd

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas				✓
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	3. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas				✓
III.	**Aspek Bahasa**				✓
	4. Rumusan pernyataan komunikatif				
	5. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			✓	
	6. Menggunakan kalimat dan kata-kata yang mudah dipahami				✓
IV	**Penilaian validasi umum**	A	(b)	c	d

Kesimpulan:

.....

.....

Palembang, 2016

Validator II

Mutmainnah, M.Pd

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas	✓			✓
	2. Kriteria skor dinyatakan jelas				✓
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	3. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
III.	**Aspek Bahasa**				
	4. Rumusan pernyataan komunikatif			✓	
	5. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			✓	
	6. Menggunakan kalimat dan kata-kata yang mudah dipahami				✓
IV	**Penilaian validasi umum**	a	(b)	c	d

Kesimpulan:

.....

.....

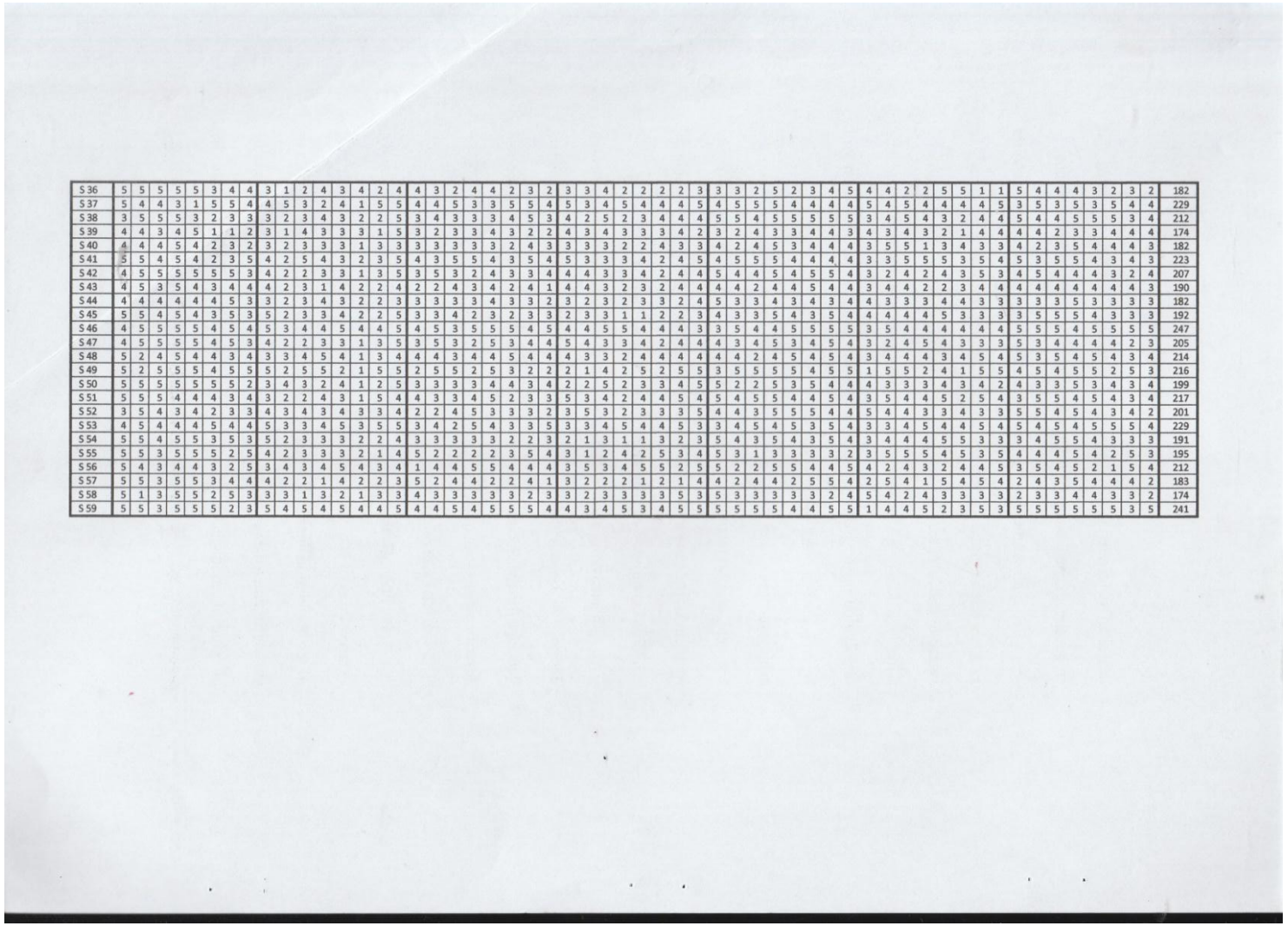
Palembang, 04 Okt 2016

Validator III

Deta Desvitasari, M.Pd

Appendix I. Result of Classroom Environment

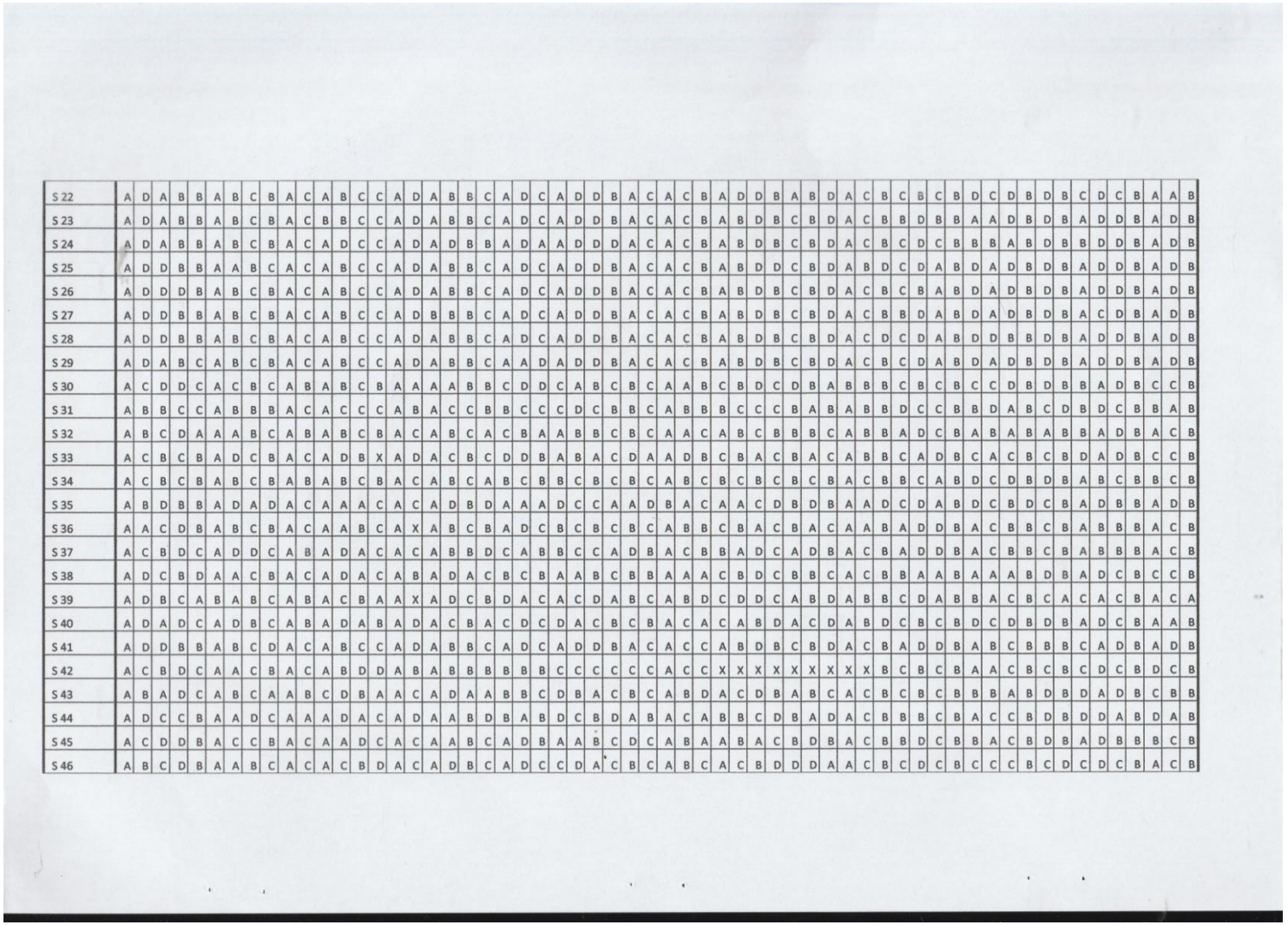
| Students | Number of Items | | |



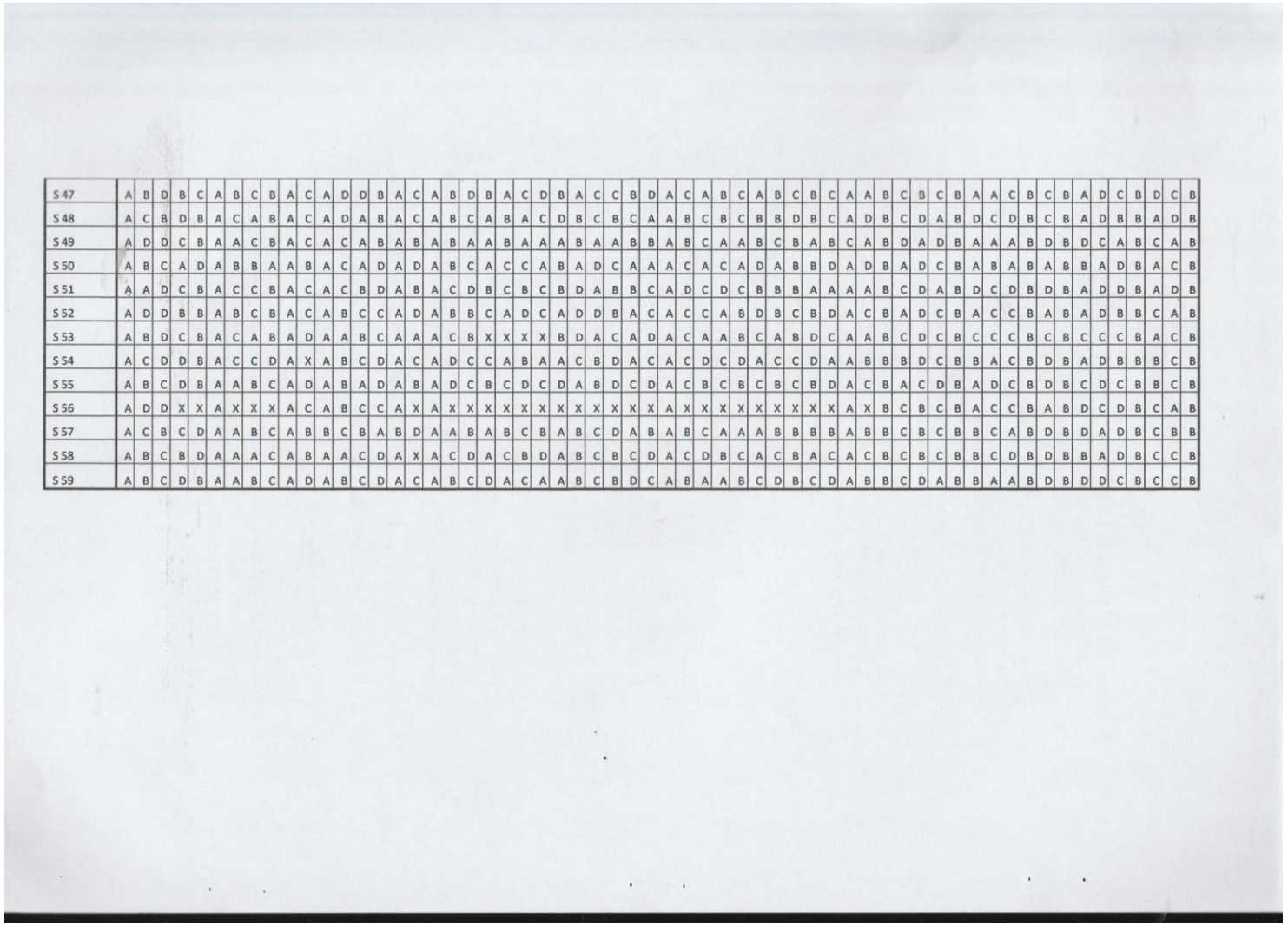
| | | |

Appendix J. Result of English Achievement

| Students | Number of Questions | | |

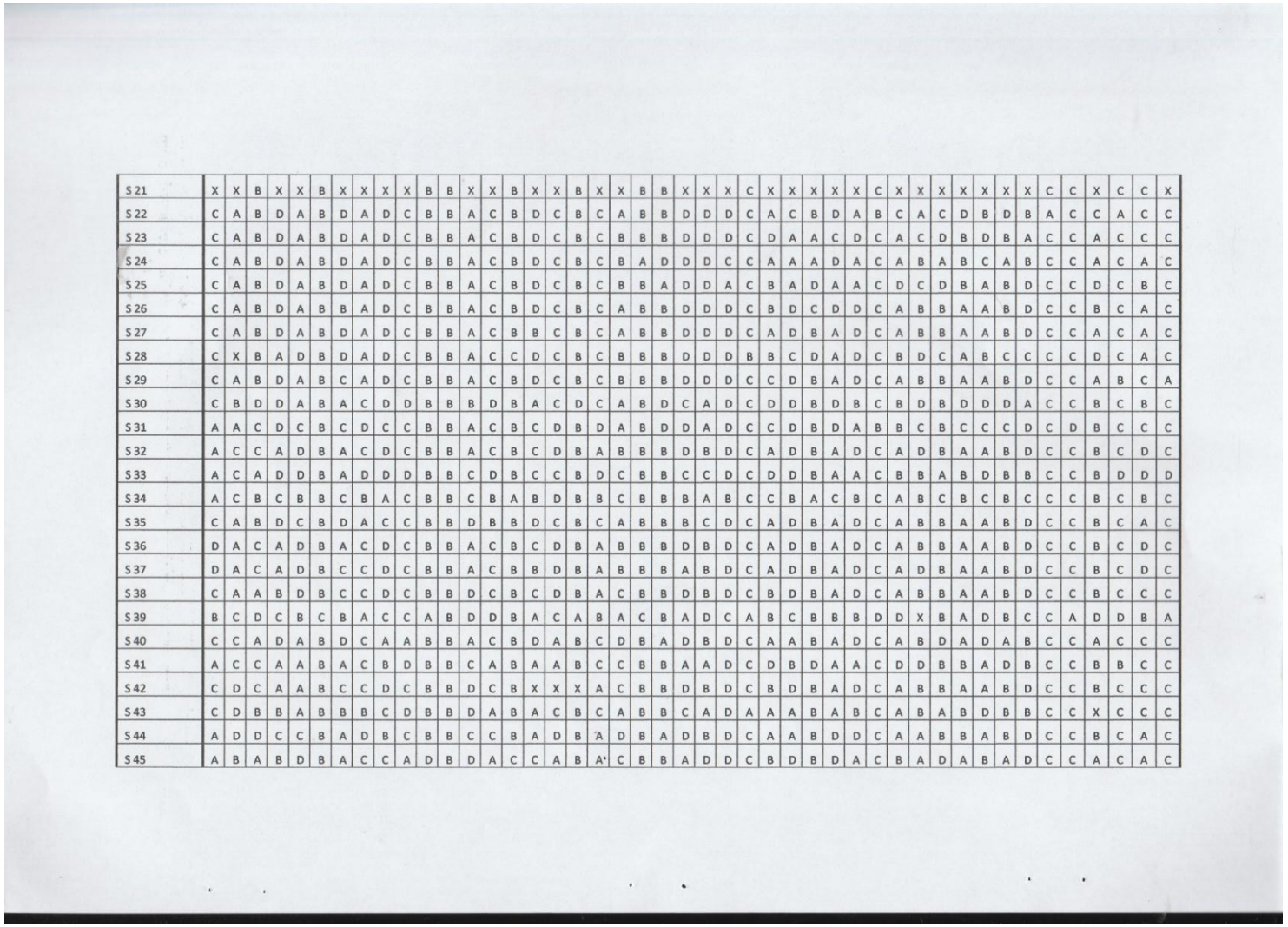


| | | |

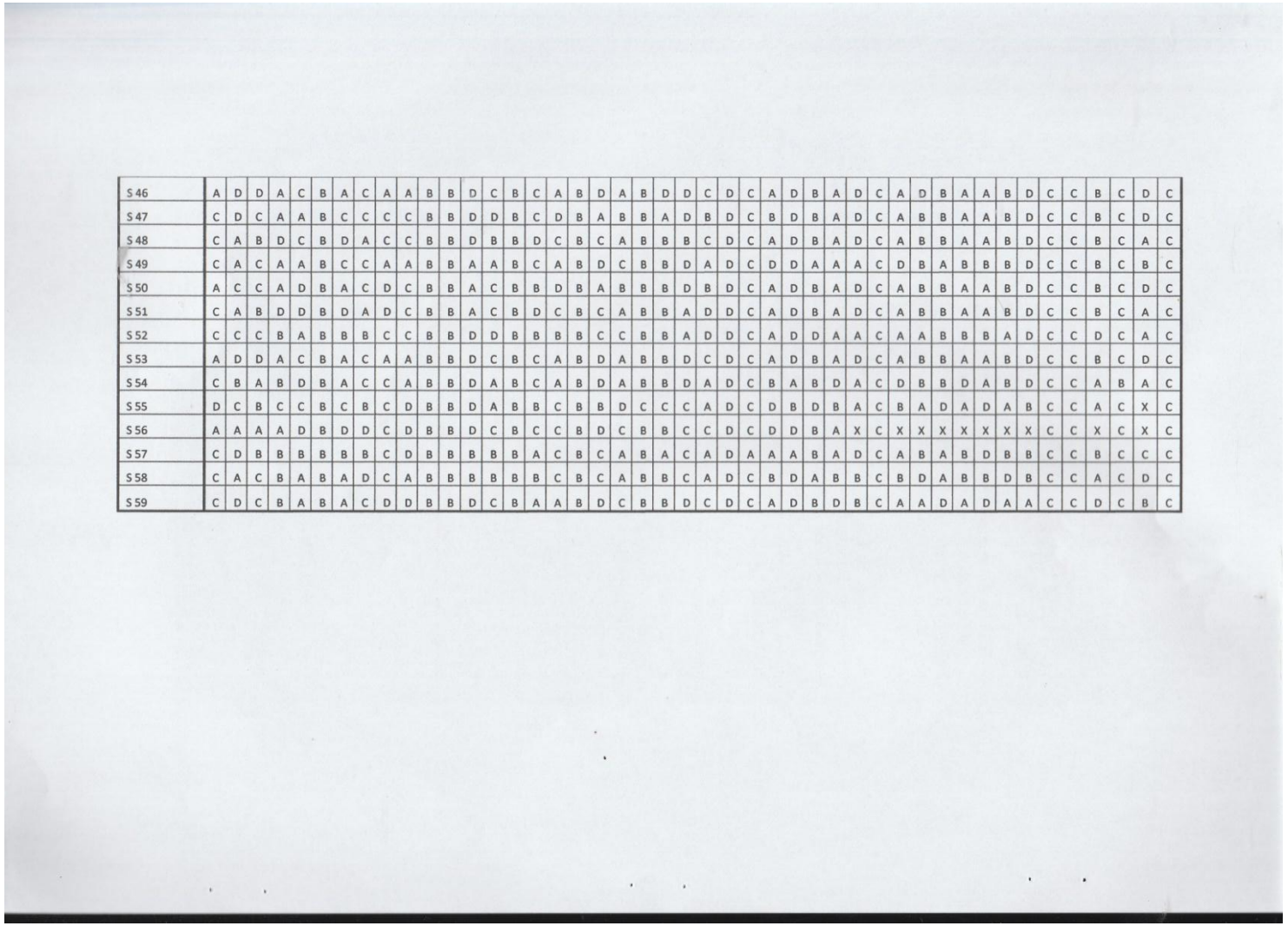


| | | |

| Students | Number of Questions | | |



| | | |



| | | |

Students	Number of Questions																					SUM
	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	
S 1	A	A	D	B	D	D	C	C	B	A	A	D	A	C	B	C	C	C	D	A	A	98
S 2	D	B	C	A	D	B	C	C	D	A	B	C	A	C	B	C	C	C	D	D	A	72
S 3	B	A	B	B	A	B	C	C	B	A	B	A	D	C	B	C	C	C	B	A	D	92
S 4	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D	121
S 5	D	A	B	A	D	B	C	C	D	A	B	C	A	C	B	C	C	C	D	D	A	70
S 6	A	B	A	D	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	C	121
S 7	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D	121
S 8	D	A	A	B	A	D	C	C	B	D	B	B	D	C	D	C	C	D	A	A	D	100
S 9	A	B	A	D	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D	120
S 10	A	D	D	D	D	D	C	C	A	A	B	A	B	C	B	C	C	C	B	A	D	103
S 11	B	A	A	A	C	D	C	C	B	C	B	D	B	C	A	C	C	C	D	B	A	77
S 12	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D	125
S 13	B	A	D	B	D	D	C	C	A	D	B	A	D	C	B	C	C	C	D	A	B	111
S 14	B	A	B	B	A	B	C	C	B	A	B	A	D	C	B	C	C	C	B	A	D	101
S 15	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D	117
S 16	A	B	A	B	D	B	C	C	A	A	D	D	B	C	B	C	C	C	D	B	A	113
S 17	A	B	A	B	D	B	C	C	A	B	D	A	D	C	B	C	C	C	A	B	D	120
S 18	A	A	A	A	B	D	C	C	A	A	B	A	D	C	B	C	C	C	A	B	D	100
S 19	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D	125
S 20	B	A	B	C	A	B	C	C	B	A	B	A	D	C	B	C	C	C	B	A	D	85
S 21	X	X	X	X	X	X	C	C	X	X	X	X	X	C	X	C	C	C	X	X	X	37
S 22	C	B	A	D	A	D	B	C	C	A	B	D	D	B	C	A	C	C	A	A	D	104
S 23	B	A	D	A	D	B	C	C	D	A	B	C	B	C	B	C	C	C	A	A	D	101

S 24	A	C	A	A	B	D	A	C	D	B	A	A	C	C	A	C	C	C	D	A	D	95
S 25	B	A	A	D	B	A	C	C	D	D	A	B	A	C	D	C	C	C	D	B	D	100
S 26	A	B	A	B	D	B	C	C	A	B	D	D	A	C	B	C	C	C	D	C	B	118
S 27	A	B	A	B	D	B	C	C	A	B	D	D	B	C	C	C	C	C	A	A	D	96
S 28	D	A	B	A	D	B	C	C	A	A	B	C	D	C	B	C	C	C	D	D	B	98
S 29	C	A	B	A	D	B	C	C	A	D	D	D	B	C	B	C	C	C	A	A	B	115
S 30	D	A	B	A	B	D	C	C	B	A	D	B	B	C	B	D	C	C	A	B	D	63
S 31	D	D	D	A	A	A	C	C	C	D	D	D	D	C	D	D	C	C	D	C	D	56
S 32	A	A	A	B	A	D	C	C	B	D	D	A	D	C	A	D	C	C	A	D	B	67
S 33	A	D	B	A	D	B	C	C	A	A	A	B	B	C	B	D	B	B	A	B	D	58
S 34	B	C	A	A	D	C	C	C	B	A	C	A	A	C	A	C	C	C	A	B	C	56
S 35	A	B	A	B	D	B	C	C	A	B	B	D	A	C	D	B	C	C	A	B	D	87
S 36	A	A	A	B	A	B	C	C	B	D	D	A	D	C	A	B	C	C	A	D	B	77
S 37	A	A	A	B	A	D	C	C	B	C	C	A	D	C	A	B	C	C	A	D	B	66
S 38	A	B	D	B	A	D	C	C	B	D	D	C	D	C	A	B	C	C	A	D	B	72
S 39	B	C	B	A	C	A	X	A	B	D	A	D	B	A	B	B	B	A	D	C	D	41
S 40	A	A	B	A	B	D	B	C	C	X	X	X	A	C	B	A	C	C	B	A	D	67
S 41	X	B	A	B	D	B	C	C	A	B	D	D	B	C	B	B	C	C	A	A	D	89
S 42	A	B	D	B	A	D	C	C	B	D	D	A	D	C	A	D	C	C	A	D	D	65
S 43	A	D	A	A	B	D	D	C	A	B	D	A	B	C	B	D	C	C	A	A	A	65
S 44	A	B	D	B	D	B	C	C	A	B	D	D	D	C	A	D	C	C	A	D	B	67
S 45	D	A	D	A	D	B	C	C	A	D	B	A	A	C	D	A	C	C	D	B	A	63
S 46	D	A	A	D	A	D	C	C	B	D	D	A	D	C	A	B	C	C	A	D	B	67
S 47	B	A	A	B	A	D	C	C	B	D	D	A	D	C	A	B	C	C	A	D	B	67
S 48	A	B	A	B	D	B	C	C	A	B	B	D	A	C	D	B	C	C	A	B	D	87

S 49	A	A	A	D	B	A	C	C	B	A	A	A	B	C	B	B	C	C	B	D	D	56
S 50	A	A	A	B	A	D	C	C	B	D	D	A	D	C	A	B	C	C	A	D	B	69
S 51	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	A	D	C	A	A	D	98
S 52	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	D	C	C	A	A	D	98
S 53	D	A	A	B	A	D	C	C	B	D	D	A	D	C	A	B	C	C	A	D	D	69
S 54	B	D	C	A	C	B	C	C	B	X	C	A	A	C	B	A	C	C	B	A	D	60
S 55	A	B	A	A	D	A	C	C	A	B	D	A	A	C	D	A	C	C	B	A	D	56
S 56	X	X	X	X	X	X	C	C	X	X	X	X	X	C	X	X	C	C	X	X	X	52
S 57	A	D	B	A	B	D	C	C	B	A	D	B	B	C	B	D	C	C	A	B	D	61
S 58	D	A	B	A	C	D	C	C	B	B	D	B	A	C	B	A	C	C	D	A	D	56
S 59	A	A	A	A	D	B	C	C	A	D	B	A	D	C	B	A	C	C	A	D	D	65

Appendix K. Students' English Achievement Category

Students' English Achievement Category

Name	Score	Category
S 1	77	Good
S 2	57	Poor
S 3	73	Good
S 4	96	Very Good
S 5	55	Poor
S 6	96	Very Good
S 7	96	Very Good
S 8	79	Good
S 9	95	Very Good
S 10	81	Very Good
S 11	61	Average
S 12	99	Very Good
S 13	88	Very Good
S 14	80	Very Good
S 15	92	Very Good
S 16	89	Very Good
S 17	95	Very Good
S 18	79	Good
S 19	99	Very Good
S 20	67	Average
S 21	29	Very Poor
S 22	82	Very Good
S 23	80	Very Good
S 24	75	Good
S 25	79	Good
S 26	93	Very Good

S 27	96	Very Good
S 28	77	Good
S 29	91	Very Good
S 30	50	Poor
S 31	44	Very Poor
S 32	53	Poor
S 33	46	Very Poor
S 34	44	Very Poor
S 35	69	Average
S 36	61	Average
S 37	52	Poor
S 38	57	Poor
S 39	32	Very Poor
S 40	53	Poor
S 41	70	Good
S 42	51	Poor
S 43	51	Poor
PS 44	53	Poor
S 45	50	Poor
S 46	53	Poor
S 47	53	Poor
S 48	69	Average
S 49	44	Very Poor
S 50	54	Poor
S 51	77	Good
S 52	77	Good
S 53	54	Poor
S 54	47	Very Poor
S 55	44	Very Poor
S 56	41	Very Poor
S 57	48	Very Poor

S 58	44	Very Poor
S 59	51	Poor

Appendix L. Students' Score of WIHIC and English Achievement

Students' Score of WIHIC and English Achievement

Name	WIHIC	English Achievement
S 1	251	77
S 2	177	57
S 3	190	73
S 4	206	96
S 5	182	55
S 6	204	96
S 7	182	96
S 8	187	79
S 9	201	95
S 10	241	81
S 11	181	61
S 12	225	99
S 13	180	88
S 14	194	80
S 15	184	92
S 16	221	89
S 17	189	95
S 18	253	79
S 19	223	99
S 20	185	67
S 21	177	29
S 22	183	82
S 23	140	80
S 24	262	75
S 25	236	79
S 26	220	93

S 27	218	96
S 28	214	77
S 29	184	91
S 30	175	50
S 31	175	44
S 32	195	53
S 33	214	46
S 34	196	44
S 35	231	69
S 36	182	61
S 37	229	52
S 38	212	57
S 39	174	32
S 40	182	53
S 41	223	70
S 42	207	51
S 43	190	51
S 44	182	53
S 45	192	50
S 46	247	53
S 47	205	53
S 48	214	69
S 49	216	44
S 50	199	54
S 51	217	77
S 52	201	77
S 53	229	54
S 54	191	47
S 55	195	44
S 56	212	41
S 57	183	48

S 58	174	44
S 59	241	51

Appendix M. Research Example

Nama : Intan Utami Kelas : XI. i

What Is Happening In This Class (WIHIC) Questionnaire

(Oleh Fraser, Fisher, & McRobbie 1996)

Petunjuk :

Angket ini berisi pertanyaan-pertanyaan tentang kebiasaan yang ada didalam kelas ini, yang merupakan bagian dari penelitian yang berjudul "The Correlation between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan". Tidak ada jawaban 'benar' atau 'salah'. Pendapat anda yang kami butuhkan.

Bacalah semua pernyatan diabawah ini dengan seksama, dan pikirkan dengan baik tentang setiap pernyataan-pernyataan yang menggambarkan suasana kelas ini bagi anda.

Beri tanda (√) di nomor berikut :

1. Jika kebiasaan tersebut **Hampir Tidak Pernah**
2. Jika kebiasaan tersebut **Jarang**
3. Jika kebiasaan tersebut **Kadang-kadang**
4. Jika kebiasaan tersebut **Sering**
5. Jika kebiasaan tersebut **Hampir Selalu**

Pastikan bahwa anda menjawab setiap pernyataan dibawah ini. Jika anda berubah pikiran dengan jawaban anda, silang jawabannya dan beri tanda (√) di jawaban yang baru.
Tanyakan kepada petugas riset jika anda mempunyai beberapa pertanyaan.

No.	Items	1	2	3	4	5
1	Guru membantu saya ketika saya mengalami masalah dalam tugas.			√		
2	Ide-ide dan saran-saran saya digunakan selama diskusi kelas.			√		
3	Guru tertarik dengan masalah yang saya miliki.	√				
4	Saya bersikap ramah kepada semua siswa dikelas.					√
5	Siswa-siswa di kelas menyukai saya.					√
6	Guru tidak keberatan mendatangi saya untuk berbicara.				√	
7	Guru memberikan pertanyaan kepada saya.			√		
8	Saya diminta untuk berpikir mengenai bukti dari pernyataan-pernyataan saya.			√		
9	Saya melakukan investigasi untuk menjawab pertanyaan-pertanyaan yang membingungkan saya.				√	
10	Saya mudah bergaul dengan semua siswa dikelas ini.					√

Beri tanda (√) di nomor berikut :

1. Jika kebiasaan tersebut **Hampir Tidak Pernah**
2. Jika kebiasaan tersebut **Jarang**
3. Jika kebiasaan tersebut **Kadang-kadang**
4. Jika kebiasaan tersebut **Sering**
5. Jika kebiasaan tersebut **Hampir Selalu**

No.	Items	1	2	3	4	5
11	Saya mengetahui berapa banyak tugas yang harus saya selesaikan.					✓
12	Saya siap memulai pelajaran tepat waktu.					✓
13	Saya diperlakukan sama seperti siswa-siswa yang lain.					✓
14	Saya bekerja sama dengan siswa-siswa lain ketika mengerjakan tugas.		✓			
15	Hasil pekerjaan saya mendapat pujian yang sama seperti yang diterima oleh siswa-siswa lainnya.					✓
16	Saya menjelaskan arti dari setiap pernyataan, diagram maupun grafik.			✓		
17	Saya bekerja sama dengan siswa-siswa lain dikelas.		✓			
18	Saya dan siswa-siswa lainnya berbagi buku dan sumber-sumber belajar lainnya ketika mengerjakan tugas.			✓		
19	Saya mendapat dukungan/motivasi oleh guru sama seperti yang diterima siswa-siswa lainnya.					✓
20	Guru senang kepada saya.					✓
21	Saya menjelaskan ide-ide yang saya miliki kepada siswa-siswa lain.				✓	
22	Saya melakukan investigasi untuk menjawab pertanyaan-pertanyaan yang diberikan oleh guru.					✓
23	Semua siswa dikelas adalah teman saya.					✓
24	Saya bertanya kepada guru.				✓	
25	Guru berbicara kepada saya.				✓	
26	Saya mudah berteman dengan siswa-siswa dikelas.					✓
27	Saya memberikan pendapat selama diskusi kelas berlangsung.			✓		
28	Guru mempertimbangkan/mengerti perasaan saya.		✓			
29	Saya mengetahui tujuan-tujuan yang akan dicapai dari mata pelajaran ini.				✓	
30	Saya melakukan investigasi untuk menguji ide-ide saya.				✓	
31	Saya mencoba memahami tugas-tugas mata pelajaran ini.				✓	
32	Saya mengenal beberapa siswa di kelas.					✓
33	Di kelas, saya mendapat bantuan dari siswa-siswa yang lain.		✓			
34	Pertanyaan-pertanyaan yang diberikan guru membantu pemahaman saya.			✓		

2/A

Beri tanda (√) di nomor berikut :

1. Jika kebiasaan tersebut **Hampir Tidak Pernah**
2. Jika kebiasaan tersebut **Jarang**
3. Jika kebiasaan tersebut **Kadang-kadang**
4. Jika kebiasaan tersebut **Sering**
5. Jika kebiasaan tersebut **Hampir Selalu**

No.	Items	1	2	3	4	5
35	Siswa-siswa bekerja sama dengan saya untuk mencapai tujuan-tujuan pembelajaran.			✓		
36	Ketika belajar/bekerja dalam kelompok, ada kerja sama..					✓
37	Saya memiliki kesempatan yang sama seperti siswa-siswa yang lain untuk berkontribusi dalam diskusi kelas.					✓
38	Saya memiliki kesempatan yang sama seperti siswa-siswa yang lain untuk menjawab pertanyaan yang diberikan oleh guru.					✓
39	Saya melakukan investigasi untuk menjawab pertanyaan-pertanyaan yang berasal dari diskusi kelas.				✓	
40	Saya belajar dari siswa-siswa lain dikelas.	✓				
41	Saya menemukan jawaban dari pertanyaan-pertanyaan dengan melakukan investigasi.					✓
42	Guru memberikan perhatian yang sama terhadap pertanyaan-pertanyaan saya dan siswa-siswa lainnya.					✓
43	Siswa-siswa lain berdiskusi dengan saya mengenai penyelesaian masalah-masalah.					✓
44	Saya mempunyai kesempatan berbicara yang sama seperti siswa-siswa yang lain.					✓
45	Menyelesaikan sejumlah pekerjaan dengan jumlah tertentu merupakan hal yang penting bagi saya.					✓
46	Saya mendapatkan bantuan dari guru sama seperti yang didaptkan siswa-siswa lainnya.				✓	
47	Saya mengetahui apa yang coba saya capai dalam mata pelajaran ini..				✓	
48	Saya menyelesaikan masalah-masalah dengan menggunakan informasi yang didapat dari investigasi saya sendiri.				✓	
49	Saya memperhatikan dengan seksama kegiatan di kelas.					✓
50	Saya diminta menjelaskan bagaimana saya menyelesaikan masalah-masalah.				✓	
51	Saya bekerja sama dengan siswa-siswa lain dalam menyelesaikan proyek-proyek kelas.					✓
52	Saya menyelesaikan pekerjaan sesuai dengan yang telah saya rencanakan.					✓
53	Saya mendiskusikan ide-ide di kelas.					✓
54	Saya bekerja sama dengan siswa-siswa lain dalam kegiatan-kegiatan kelas.					✓

Beri tanda (√) di nomor berikut :

1. Jika kebiasaan tersebut **Hampir Tidak Pernah**
2. Jika kebiasaan tersebut **Jarang**
3. Jika kebiasaan tersebut **Kadang-kadang**
4. Jika kebiasaan tersebut **Sering**
5. Jika kebiasaan tersebut **Hampir Selalu**

No.	Items	1	2	3	4	5
55	Guru mendatangi saya untuk memberikan bantuan.	✓				
56	Saya membantu siswa-siswa lain di kelas yang sedang memiliki masalah dengan pekerjaan mereka.					✓

(Source: Fraser, Fisher, & McRobbie, 1996)

Terimakasih banyak atas bantuan dan kerja samanya.

Practice Test Answer Sheet

ETS TOEFL Junior

EXAMPLE

CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
A B ● C	A B ✓ D	A B ✗ C	A B • D	A B ○ D

Tear here to detach

LISTENING COMPREHENSION

SAMPLES
A
B

B=42
S=0

LANGUAGE FORM AND MEANING

SAMPLES
A
B

B=41
S=1

READING COMPREHENSION

SAMPLES
A
B

B=42
S=0

14

125

Appendix N. Research Attendance List

Daftar Hadir

Kelas IX. IPS 1 & 2 MA Al-Muawanah Pemulutan

No.	Nama	Jenis Kelamin	Tanggal	
			28/11/2016	29/11/2016
1.	Adelia	P		
2.	Agustian	L		
3.	Andian Sukip	L		
4.	Baryanti	P		
5.	Bella Trisia	P		—
6.	Dandi	L		
7.	Desy Safitri	P		
8.	Diana	P		
9.	Eli	P		
10.	Erika	P		
11.	Fajar	L		
12.	Feri Irawan	L		—
13.	Ilham Romadhon	L		
14.	Intan Utami	P		
15.	Kelvin Pratama	L		
16.	Kurrota Aini	P		
17.	Marissa	P		
18.	Maryam	P		
19.	Msy. Ismi Safitri	P		
20.	Muhammad Arif	L		
21.	Rendi	L		—

22.	Reni Anggraini	P			
23.	Rizki Amelia	P			
24.	Romadhon Irfan	L			
25.	Salama	P			
26.	Sarmila	P			
27.	Siska Destiana	P			
28.	Sri Wahyuni	P			
29.	Wahyuni	P			
30.	Winda Rossa	P		—	
31.	Yeni Astuti	P			
32.	Yudiansyah	L			
33.	~~Yulfa~~	P ——	—	——	—
34.	~~Haian~~ Hajjah	P		Hajjah	
35.	Ahmad Fikri	L			
36.	Andi Saputra	L			
37.	Anggi Lestari	P			
38.	As Shohibul Fadil	L			
39.	Derin Fabregas	L	—	—	
40.	Devi	P			
41.	Eli Apriani	P			
42.	Elis Oktavianti	P			
43.	Firmansyah	L			
44.	Fitri Afriani	P			
45.	Irawan	L			

46.	Irvan	L			
47.	Jefri	L			
48.	Jusmawalinda	P			
49.	Lena	P			
50.	Liana	P			
51.	Mela Utami	P			
52.	Melisa	P			
53.	Nadia Novera	P			
54.	Nirandah	P			
55.	Riska	P			
56.	Rosmika	P			
57.	Safitri	P			
58.	Santika	P			
59.	Saputra	L			
60.	Sri Aguslaini	P			
61.	Sukmawati	P			
62.	Susilawati	P			
63.	Syadidul Haya	L			
64.	Tiara	P			
65.	Wais Al Qorni	L			
66	Yusril Ihza Mahendra	L			

Kelas IX.1 Jumlah L : 11 P : 22

Kelas IX.2 Jumlah L : 12 P : 20

Appendix O. SPSS Data

Descriptive Statistics of Classroom Environment

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Environment	59	140	262	202,93	24,335
Valid N (listwise)	59				

Descriptive Statistics of English Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
English Achievement	59	29	99	66,92	19,470
Valid N (listwise)	59				

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Classroom Environment	English Achievement
N		59	59
Normal Parameters[a,b]	Mean	202,93	66,92
	Std. Deviation	24,335	19,470
Most Extreme Differences	Absolute	,104	,153
	Positive	,104	,153
	Negative	-,100	-,105
Kolmogorov-Smirnov Z		,796	1,179
Asymp. Sig. (2-tailed)		,550	,124

a. Test distribution is Normal.

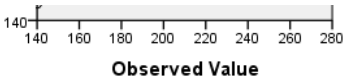
b. Calculated from data.

QQ Plot

Case Processing Summary

		Classroom Environment	English Achievement
Series or Sequence Length		59	59
Number of Missing Values in the Plot	User-Missing	0	0
	System-Missing	0	0

The cases are unweighted.

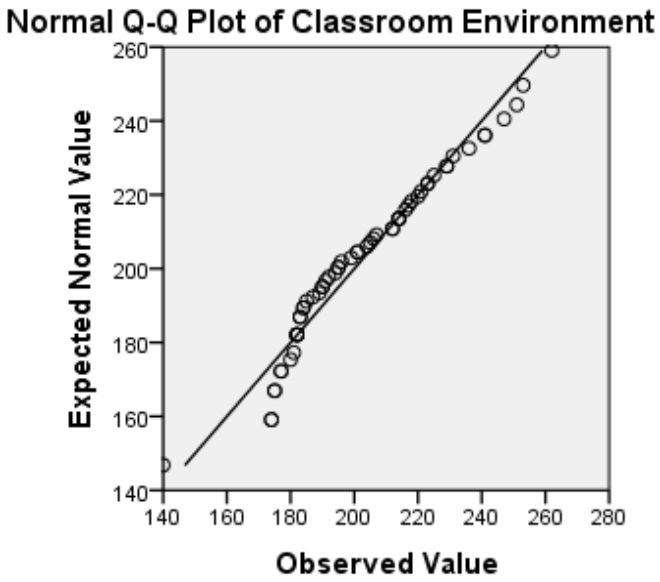


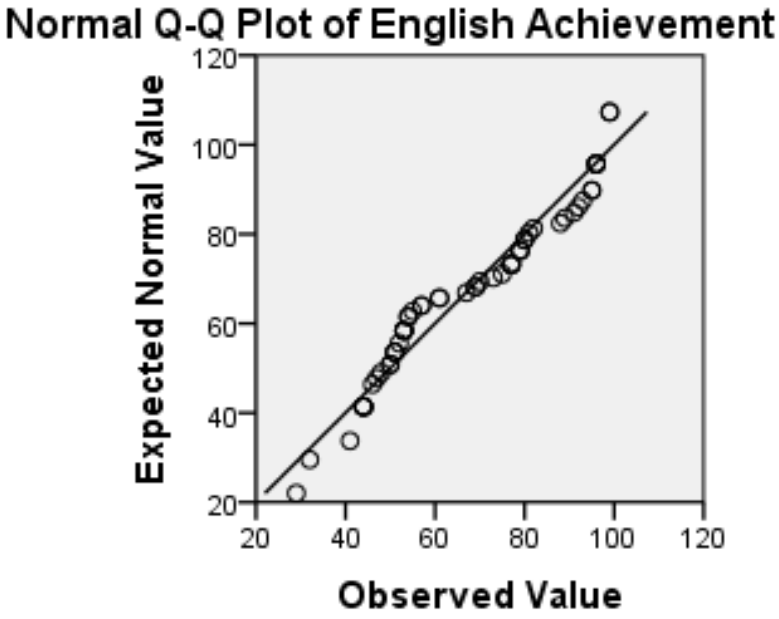
Estimated Distribution Parameters

		Classroom Environment	English Achievement
Normal Distribution	Location	202,93	66,92
	Scale	24,335	19,470

The cases are unweighted.

QQ PLOT Classroom Environment




Normal Q-Q Plot of English Achievement
Expected Normal Value
120
100
80
60
40
20
20
40
60
80
100
120
Observed Value

Linearity Test

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Classroom Environment * English Achievement	59	100,0%	0	0,0%	59	100,0%

Report

Classroom Environment

English Achievement	Mean	N	Std. Deviation
29	177,00	1	.
32	174,00	1	.
41	212,00	1	.
44	191,20	5	17,398
46	214,00	1	.
47	191,00	1	.
48	183,00	1	.
50	183,50	2	12,021
51	212,67	3	25,968
52	229,00	1	.
53	202,20	5	26,846
54	214,00	2	21,213
55	182,00	1	.
57	194,50	2	24,749
61	181,50	2	,707
67	185,00	1	.
69	222,50	2	12,021
70	223,00	1	.
73	190,00	1	.
75	262,00	1	.
77	220,75	4	21,329
79	225,33	3	34,269
80	167,00	2	38,184
81	241,00	1	.
82	183,00	1	.

88	180,00	1	.
89	221,00	1	.
91	184,00	1	.
92	184,00	1	.
93	220,00	1	.
95	195,00	2	8,485
96	202,50	4	15,000
99	224,00	2	1,414
Total	202,93	59	24,335

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Classroom Environment * English Achievement	Between Groups	(Combined)	21633,045	32	676,033	1,382	,200
		Linearity	1315,313	1	1315,313	2,690	,113
		Deviation from Linearity	20317,732	31	655,411	1,340	,225
	Within Groups		12714,683	26	489,026		
	Total		34347,729	58			

Correlation

Correlations

		Classroom Environment	English Achievement
Classroom Environment	Pearson Correlation	1	,196
	Sig. (2-tailed)		,137
	N	59	59
English Achievement	Pearson Correlation	,196	1
	Sig. (2-tailed)	,137	
	N	59	59

Appendix P. Research Gallery

MIRAGE

MIRAGE

DOCUMENTATIONS

INSTITUT AGAMA ISLAM NEGERI (IAIN)
RADEN FATAH PALEMBANG
Jl. Prof. KH. Zainal Abidin Fikri Km 3,5 Palembang
KARTU MAHASISWA
12280107
Rektor
PROF. DR. H. AFLATUN MUCHTAR, MA
NIP. 19600201 198803 1 002
PADLI

TELAH DIPERIKSA KEBENARANNYA DAN
SESUAI DENGAN ASLINYA
PALEMBANG, 30 - 9 - 2016
Nomor : In.03/4.2/PP.009/402/2016
Kepala BAAK,

MIRWAN FASTA, S.Ag,.M.Si.
NIP. 19701020 199603 1 001

BANK SUMSELBABEL
SYARIAH
BANK SUMSEL BABEL
Mitra Amanah Membangun Daerah
809 CABANG PEMBANTU SYARIAH UIN RADEN FATAH
8/02/17 3:11:02 738787
GTL809 84SRFTLPUT

PEMBAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas : 0009 IAIN R.FATAH
ID.Mahasiswa : 12250107
Nama Mahasiswa : PADLI
Keterangan Bayar : SPP
Semester Bayar : GENAP
Tahun Angkatan : 2016
Nama Fakultas : TARBIYAH DAN KEGURUAN
Nama Jurusan : PENDIDIKAN BAHASA IN
Nomor Induk Mhs : 12250107
Detail Pembayaran :

001 SPP 600,000 00
Reference Code :
Nilai transaksi : Rp. 600,000.00
Biaya Bank : Rp. .00
Total Pembayaran : Rp. 600,000.00

Terbilang :
ENAM RATUS RIBU RUPIAH

== Universitas menyatakan Struk ini sebagai Tanda Bukti Pembayaran yang sah ==

====== Bila Ada Keluhan Hub Call Center 0711-5228080 Ext. 7337 ======
========== HARAP DISIMPAN BAIK BAIK ==========

BANK SUMSELBABEL SYARIAH
CABANG PEMBANTU UIN RADEN FATAH

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

IJAZAH

SEKOLAH MENENGAH ATAS

PROGRAM : ILMU PENGETAHUAN ALAM

TAHUN PELAJARAN 2011/2012

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas ..... Negeri 1 Pemulutan, Ogan Ilir ..... menerangkan bahwa:

nama	:	PADLI
tempat dan tanggal lahir	:	Muara Dua, 12 Mei 1995
nama orang tua	:	Mukri
nomor induk	:	09.1.0854.
nomor peserta	:	3-12-11-12-009-029-4.

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

Ogan Ilir, 26 Mei 2012

Kepala Sekolah,

PEMERINTAH KABUPATEN ... DINAS ... SMA Negeri 1 PEMULUTAN TERAKREDITASI ... OGAN ILIR

Aliyuddin Asral, S.Pd.M.Si.

NIP. 196904281991031003.

No. DN-11 Ma 0021222

Keputusan Kepala Badan Penelitian dan Pengembangan
Nomor : 2523/G/LL/2012, Tanggal 5 Maret 2012

DAFTAR NILAI UJIAN
SEKOLAH MENENGAH ATAS
Program : Ilmu Pengetahuan Alam

Kurikulum : Tingkat Satuan Pendidikan (KTSP)
Nama : PADLI
Tempat dan Tanggal Lahir : Muara Dua, 12 Mei 1995
Nomor Induk : 09.1.0854.
Nomor Peserta : 3-12-11-12-009-029-4.

No.	Mata Pelajaran	Nilai Rata-rata Rapor	Nilai Ujian Sekolah	Nilai Sekolah*)
I	**UJIAN SEKOLAH**			
	1. Pendidikan Agama	8,67	8,95	8,84
	2. Pendidikan Kewarganegaraan	7,70	8,40	8,12
	3. Bahasa Indonesia	7,97	8,70	8,41
	4. Bahasa Inggris	8,50	9,00	8,80
	5. Matematika	7,50	9,00	8,40
	6. Fisika	7,90	9,00	8,56
	7. Kimia	7,63	8,00	7,85
	8. Biologi	7,67	8,50	8,17
	9. Sejarah	8,07	8,00	8,03
	10. Seni Budaya	8,97	9,70	9,41
	11. Pendidikan Jasmani, Olahraga, dan Kesehatan	8,10	8,65	8,43
	12. Teknologi Informasi dan Komunikasi	8,17	9,00	8,67
	13. Keterampilan/Bahasa Asing Bahasa Arab	9,20	8,65	8,87
	Rata-rata			8,5

*) Nilai Sekolah = 40% Nilai Rata-rata Rapor + 60% Nilai Ujian Sekolah

No.	Mata Pelajaran	Nilai Sekolah	Nilai Ujian Nasional	Nilai Akhir*)
II	**UJIAN NASIONAL**			
	1. Bahasa Indonesia	8,41	7,60	7,9
	2. Bahasa Inggris	8,80	8,20	8,4
	3. Matematika	8,40	9,75	9,2
	4. Fisika	8,56	8,75	8,7
	5. Kimia	7,85	8,50	8,2
	6. Biologi	8,17	8,75	8,5
	Rata-rata			8,5

*) Nilai Akhir = 40% Nilai Sekolah + 60% Nilai Ujian Nasional

Ogan Ilir, 26 Mei 2012
Kepala Sekolah,

Aliyuddin Asral, S.Pd.M.Si.
NIP. 196904281991051003.

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

USUL JUDUL SKRIPSI

Nama : Padli
NIM : 12250107
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi :

1. Teaching Descriptive Writing by Using Color Coding to The Eighth Grade Students of MTS Al-Muawanah Pemulutan
2. The Correlation Between Classroom Environment and English Achievement of MA Al-Muawanah Pemulutan
3. The Correlation Between Grammar Mastery and Writing Descriptive Text of MTS Al-Muawanah Pemulutan

Judul yang disetujui : The Correlation Between Classroom Environment and English Aehievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Nomor Index :

Palembang, 30 September 2016
Pembina Skripsi

Beni Wijaya, M.Pd./
Nova Lingga Pitaloka, M.Pd.

**Judul yang disetujui dan nomor index ditulis oleh Pembina Skripsi*

FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Padli

NIM : 12250107

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : The Correlation Between Students' Perception of Classroom Environment and their English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Penguji : Beni Wijaya, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Senin / 19/9/2016	Go on to the next stage!!	

Palembang, 19 September 2016

Dosen Penguji

Beni Wijaya, M.Pd

NIP.

FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Padli

NIM : 12250107

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : The Correlation Between Students' Perception of Classroom Environment and their English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Penguji : Nova Lingga Pitaloka, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Senin / 19/9 2016	Ok. Acc!!	

Palembang, 19 September 2016

Dosen Penguji

Nova Lingga Pitaloka, M.Pd

NIP.

FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Padli

NIM : 12250107

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : The Correlation Between Students' Perception of Classroom Environment and their English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Penguji : Winny Agustia Riznanda, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1	Kamis / 22 Sept., 2016	Simplify your title Background elaboration: Find the original works, not cited Provide the phenomena of Eg. achievement of Indonesian students'. Literature review Avoid using dictionary definition Method Test specifications Validity of the test and questionnaire References Proceed to the next stage	

Palembang, 22 September 2016

Dosen Penguji

Winny Agustia Riznanda, M.Pd

NIP.

FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Padli

NIM : 12250107

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : The Correlation Between Students' Perception of Classroom Environment and their English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Penguji : M. Holandiyah, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
	22/9-16	Revise many things	
	26/9-16	Revise/ok.	

Palembang, 26 September 2016

Dosen Penguji

M. Holandiyah, M.Pd

NIP. 1974 0507 2011 011001

FORMULIR

KONSULTASI REVISI PROPOSAL SKRIPSI

Nama : Padli

NIM : 12250107

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : The Correlation Between Students' Perception of Classroom Environment and their English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Penguji : Hj. Lenny Marzulina, M.Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Selasa 27/9 2016	Acc !	

Palembang, 27, September 2016

Dosen Penguji

Hj. Lenny Marzulina, M.Pd

NIP. 19710131 201101 2 001

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

PENUNJUKKAN DOSEN PEMBIMBING SKRIPSI

Nama : Padli
NIM : 12250107
Prodi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Judul : The Correlation Between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Pembimbing I NIP.	Hj. Lenny Marzulina, M.Pd NIP. 19710131 201101 2 001
Pembimbing II NIP.	Beni Wijaya, M.Pd

Mengetahui,
Wakil Dekan I,

Dr. Dewi Warna, M.Pd.
NIP. 19740723 19903 2 002

Palembang, 30 September 2016
Ketua Prodi Pendidikan Bahasa Inggris,

Hj. Lenny Marzulina, M.Pd.
NIP. 19710131 201101 2 001

1. Arsip Wakil Dekan I
2. Arsip Prodi
3. Arsip Kemahasiswaan

Ampera 2012

(Acara Mahasiswa Perkenalan Akademik 2012)

Sertifikat

No. /Pan-Pel/AMPERA/IAIN RF/IX/2012

Diberikan Kepada:

PADLI

SEBAGAI PESERTA DALAM KEGIATAN
ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

"Mewujudkan Kepemimpinan Muda Yang Transendensi dan Humanisasi Untuk Indonesia yang lebih baik"

04-06 September 2012

Mengetahui,

Rektor IAIN Raden Fatah	Presiden Mahasiswa	Ketua Pelaksana	Sekretaris Pelaksana
Prof. Dr. H. Aflatun Muchtar, MA	M. Ali Alatas	Mukarrom	Hardono Ciputra
195206011985031002	NIM: 08522007	NIM: 09290049	NIM: 10140008

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/2930/2014

Diberikan kepada

Nama : Padli
NIM : 12250107
Jurusan : **Pendidkan Bahasa Inggris**

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan **Baca Tulis Al-Qur'an (BTA)** yang diselenggarakan oleh **Fakultas Tarbiyah dan Keguruan**
Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah
Berdasarkan **SK Rektor No. : In.03/1.1/Kp.07.6/266/2014**

Palembang, **18 Juni 2014**

Mengetahui,
Dekan Fakultas Tarbiyah
IAIN Raden Fatah Palembang,

Dr. H. Kasinyo Harto, M.Ag
NIP. 197109111997031004

Ketua Program BTA,

H. Mukmin, Lc. M. Pd. I
NIP.19780623200321001

بسم الله الرحمن الرحيم

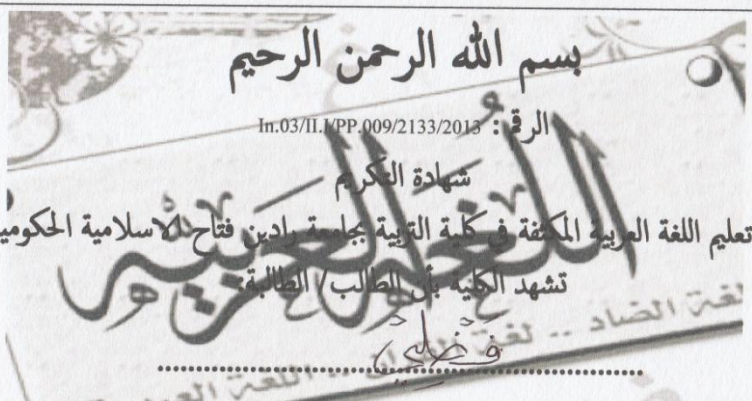
الرقم: In.03/II.I/PP.009/2133/2013

شهادة التكريم

برنامج تعليم اللغة العربية المكثفة في كلية التربية بجامعة رادين فتاح الإسلامية الحكومية.

تشهد الكلية بأن الطالب / الطالبة

.....



قد شارك/ شاركت فيها. وذالك فى الفترة من : ١ نوفمبر ٢٠١٢ إلى ٢٩ فبراير ٢٠١٣

ونحن إذ نمحنه/ها هذه الشهادة. مع أطيب التمنيات بالتوفيق والسداد في خدمة الدعوة الإسلامية

فالمبانج : ٢٠ مارس ٢٠١٣

رئيس اللجنة

مؤمن زين العارفين

عميد كلية التربية

د. كاسنيو هارتو

CERTIFICATE

Nomor : In. 03/ 1.1/Kp.07.6/259/2012

This is to certify that

PADLI

has successfully completed the

INTENSIVE ENGLISH COURSE FOR TARBIYAH STUDENTS

conducted by English Study Program of Tarbiyah Faculty, IAIN Raden Fatah Palembang, from November to December 2012 covering 32 (thirty two) hours of instruction

Palembang, 07 Januari 2013

Dean of Tarbiyah Faculty IAIN Raden Fatah

Dr. Kasinyo Harto, M.Ag

NIP. 19710911 199703 1 004

Pusat Teknologi Informasi dan Pangkalan Data
UNIVERSITAS ISLAM NEGERI RADEN FATAH
JL. PROF. K.H. ZAINAL ABIDIN FIKRY KM 3,5 PALEMBANG 30126 TELP. 0711-354668 FAX. 0711-356209

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 020 / 2015

Diberikan kepada :

PADLI

NIM : 12250107

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keahlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatah pada Semester I dan Semester II Tahun Akademik 2012 - 2013

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
Microsoft Word 2003	A	B
Microsoft Excel 2003	B	

Palembang, 16 Maret 2015
Kepala Unit,

Fahruddin, M.Kom
NIP. 19750522 201101 1 001

79

KULIAH KERJA NYATA (KKN) TEMATIK POSDAYA BERBASIS MASJID
ANGKATAN KE 66 TAHUN 2016 UIN RADEN FATAH PALEMBANG

Sertifikat

Nomor : Un.09/8.0/PP.00/226/2016

Diberikan Kepada:

Nama : **Padli**

Tempat / Tgl. lahir : **Muara Dua, 12 Mei 1995**

NIM / Jurusan / Fak : **12250107 / PBI / Tarbiyah dan Keguruan**

Telah Melaksanakan Program Kuliah Kerja Nyata Angkatan 66 Tematik Posdaya Berbasis Masjid
Dari Tanggal 02 Februari s/d 17 Maret 2016 Di :

Desa : **Banuayu**

Kecamatan : **Kikim Selatan**

Kabupaten : **Lahat**

Lulus dengan nilai : **A**

Kepadanya Diberikan Hak Sesuai Dengan Peraturan Yang Berlaku

Palembang, 30 Mei 2016
Ketua

Prof. Dr. H. Ris'an Rusli, MA
NIP. 19650519 199203 1 003

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5
Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

TRANSKRIP NILAI SEMENTARA
PROGRAM SARJANA S.1

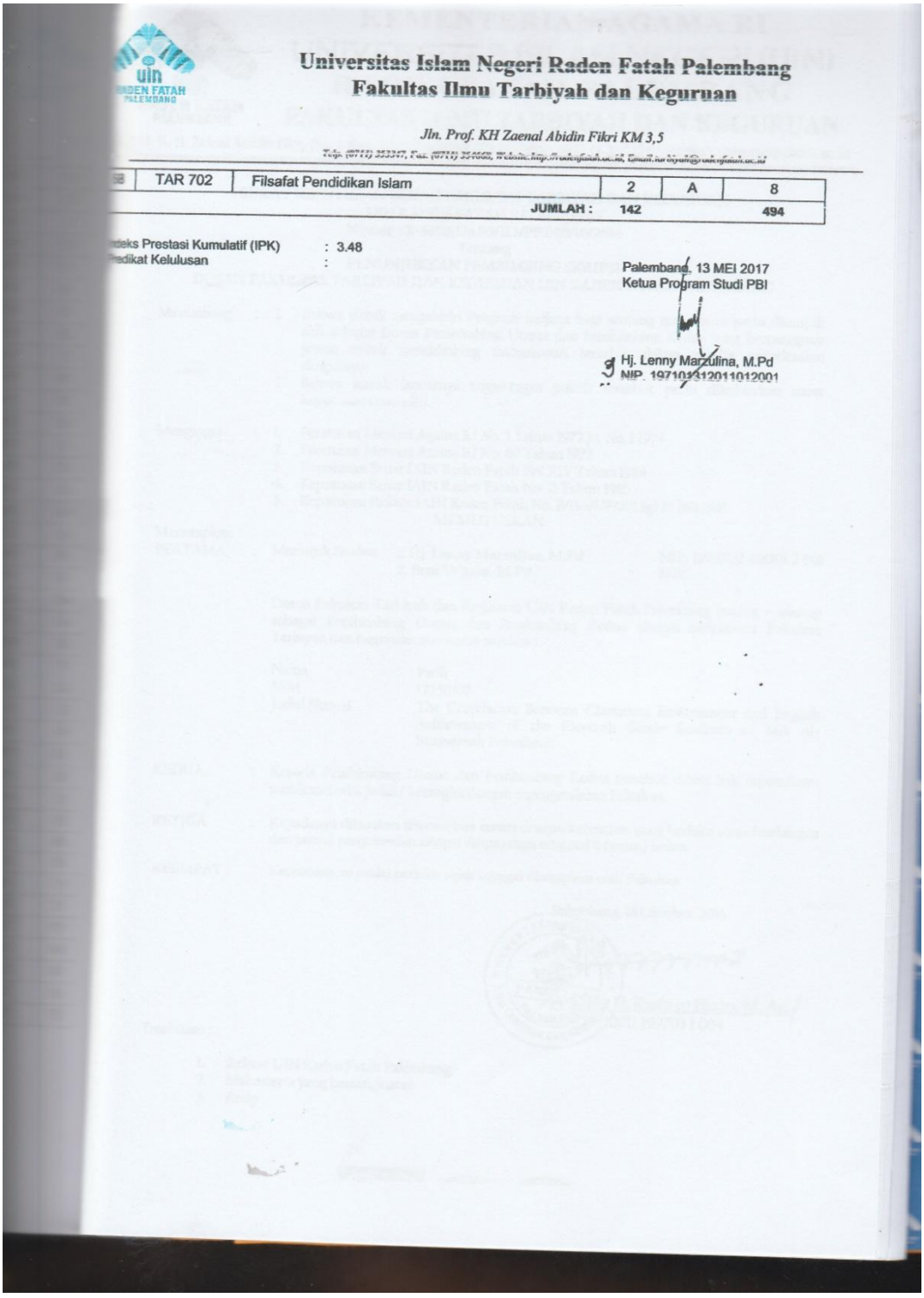
NAMA : **PADLI**
TEMPAT, TANGGAL LAHIR : **, 12 MEI 1995**
NIM : **12250107**
PROGRAM STUDI : **Pendidkan Bahasa Inggris**
FAKULTAS : **Fakultas Ilmu Tarbiyah dan Keguruan**
TANGGAL LULUS :
NOMOR IJAZAH :

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Angka Kredit
1	INS 101	Pancasila dan Kewarganegaraan	2	B	6
2	INS 102	Bahasa Indonesia	2	B	6
3	INS 104	Bahasa Arab I	2	A	8
4	INS 107	IAD/IBD/ISD	2	A	8
5	INS 110	Metodologi Studi Islam	2	B	6
6	INS 111	Teknologi Informasi dan Komunikasi	0	B	0
7	INS 204	Bahasa Arab II	2	B	6
8	INS 208	Fiqh	2	A	8
9	INS 304	Bahasa Arab III	2	A	8
10	INS 701	PEMBEKALAN KKN	2	A	8
11	INS 801	KULIAH KERJA NYATA (KKN) LAPANGAN	2	A	8
12	INS 802	Skripsi	6	A	24
13	PBI 101	Listening I	2	C	4
14	PBI 102	Speaking I	4	B	12
15	PBI 1022	Structure I	2	A	8
16	PBI 103	Reading I	2	A	8
17	PBI 104	Writing I	2	B	6
18	PBI 106	Pronunciation Pratice	2	B	6
19	PBI 107	Vocabulary	2	A	8
20	PBI 201	Listening II	2	A	8
21	PBI 202	Speaking II	2	A	8
22	PBI 203	Reading II	2	A	8
23	PBI 204	Writing II	2	B	6
24	PBI 205	Structure II	2	A	8
25	PBI 206	Introduction To Linguistics	2	A	8
26	PBI 301	Listening III	2	C	4
27	PBI 302	Speaking III	2	B	6
28	PBI 303	Reading III	2	A	8

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5
Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

29	PBI 304	Writing III	2	A	8
30	PBI 305	Structure III	2	A	8
31	PBI 306	Morphology	2	B	6
32	PBI 307	Phonology	2	B	6
33	PBI 401	Listening IV	2	C	4
34	PBI 402	Speaking IV	2	B	6
35	PBI 403	Reading IV	2	B	6
36	PBI 404	Writing IV	2	C	4
37	PBI 405	Structure IV	2	A	8
38	PBI 406	Sociolinguistics	2	A	8
39	PBI 407	Cross Cultural Understanding	2	B	6
40	PBI 409	Pragmatics	2	B	6
41	PBI 410	Semantics	2	A	8
42	PBI 501	Speech	2	A	8
43	PBI 502	Extensive Reading	2	B	6
44	PBI 503	Syntax	2	B	6
45	PBI 504	Instructional Design	2	A	8
46	PBI 506	TEFL Methodology I	2	B	6
47	PBI 507	Curriculum Development	2	B	6
48	PBI 508	Material Development	2	B	6
49	PBI 510	TOEFL Practice	2	B	6
50	PBI 512	INTRODUCTION TO LITERATURE	2	A	8
51	PBI 519	Language Evaluation I	2	A	8
52	PBI 601	STATISTICS	2	B	6
53	PBI 602	TRANSLATION	2	A	8
54	PBI 603	PSYCHOLINGUISTICS	2	C	4
55	PBI 605	SEMINAR ON LANGUAGE TEACHING	2	A	8
56	PBI 607	Seminar on Research Proposal	2	B	6
57	PBI 608	LANGUAGE EVALUATION II	2	B	6
58	PBI 609	TEFL METHODOLOGY II	2	A	8
59	PBI 610	RESEARCH IN TEFL	2	A	8
60	TAR 101	Ilmu Pendidikan	2	A	8
61	TAR 201	Psikologi Pendidikan	2	B	6
62	TAR 301	Administrasi Pendidikan	2	A	8
63	TAR 302	Hadist Tarbawi	2	A	8
64	TAR 303	Tafsir Tarbawi	2	A	8
65	TAR 405	Sains Dan Islam	2	B	6
66	TAR 601	MICRO TEACHING / PPLK I	2	A	8
67	TAR 701	PPLK II	4	A	16



Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

58	TAR 702	Filsafat Pendidikan Islam	2	A	8
		JUMLAH :	142		494

Indeks Prestasi Kumulatif (IPK) : 3.48
Predikat Kelulusan :

Palembang, 13 MEI 2017
Ketua Program Studi PBI

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-4108/Un.09/II.1/PP.009/10/2016
Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

Menimbang :
1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.

Mengingat :
1. Peraturan Menteri Agama RI No. 1 Tahun 1972 jo. No. 1 1974
2. Peraturan Menteri Agama RI No. 60 Tahun 1972
3. Keputusan Senat IAIN Raden Fatah No. XIV Tahun 1984
4. Keputusan Senat IAIN Raden Fatah No. 11 Tahun 1985
5. Keputusan Rektor IAIN Raden Fatah No. B/11-1/UP/201 tgl 10 Juli 1991

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara
1. **Hj. Lenny Marzulina, M.Pd** — **NIP. 19710131 201101 2 001**
2. **Beni Wijaya, M.Pd** — **NIK.**

Dosen Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Tarbiyah dan Keguruan atas nama saudara :

Nama	:	Padli
NIM	:	12250107
Judul Skripsi	:	The Correlation Between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 18 Oktober 2016
Dekan,

Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :
1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : B-4400/Un.09/II.I/PP.00.9/10/2016 Palembang, 28 Oktober 2016
Lampiran :
Perihal : Mohon Izin Penelitian Mahasiswa /i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Kepada Yth,
Kepala MA Al- Muawanah
di

Pemulutan

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama	:	Padli
NIM	:	122250107
Prodi	:	PBI
Alamat	:	Jln. Mayor iskandar DS.11 Desa Muara Dua Kec. Pemulutan Ogan Ilir.
Judul Skripsi	:	The Correlation Between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb

Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :
1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

YAYASAN PENDIDIKAN AL-MU'AAWANAH

MA AL – MU'AAWANAH

Alamat : Jalan Raya Pemulutan Desa Sembadak Kecamatan Pemulutan Kab. Ogan Ilir 30653

SURAT KETERANGAN

No. 117/MA.AM.525/XI/2016

Kepala Madrasah Aliyah (MA) Al-Mu'aawanah Desa Sembadak Kecamatan Pemulutan Kabupaten Ogan Ilir Provinsi Sumatera Selatan dengan ini menerangkan bahwa:

Nama	: PADLI
NIM	: 12250107
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Program Studi	: PENDIDIKAN BAHASA INGGRIS

Benar telah melakukan penelitian di MA Al-Mu'aawanah Sembadak – Pemulutan dengan judul: **"The Correlation between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Mu'aawanah Pemulutan".** Yang dilaksanakan pada tanggal 28 Nopember 2016 s.d 29 Nopember 2016.

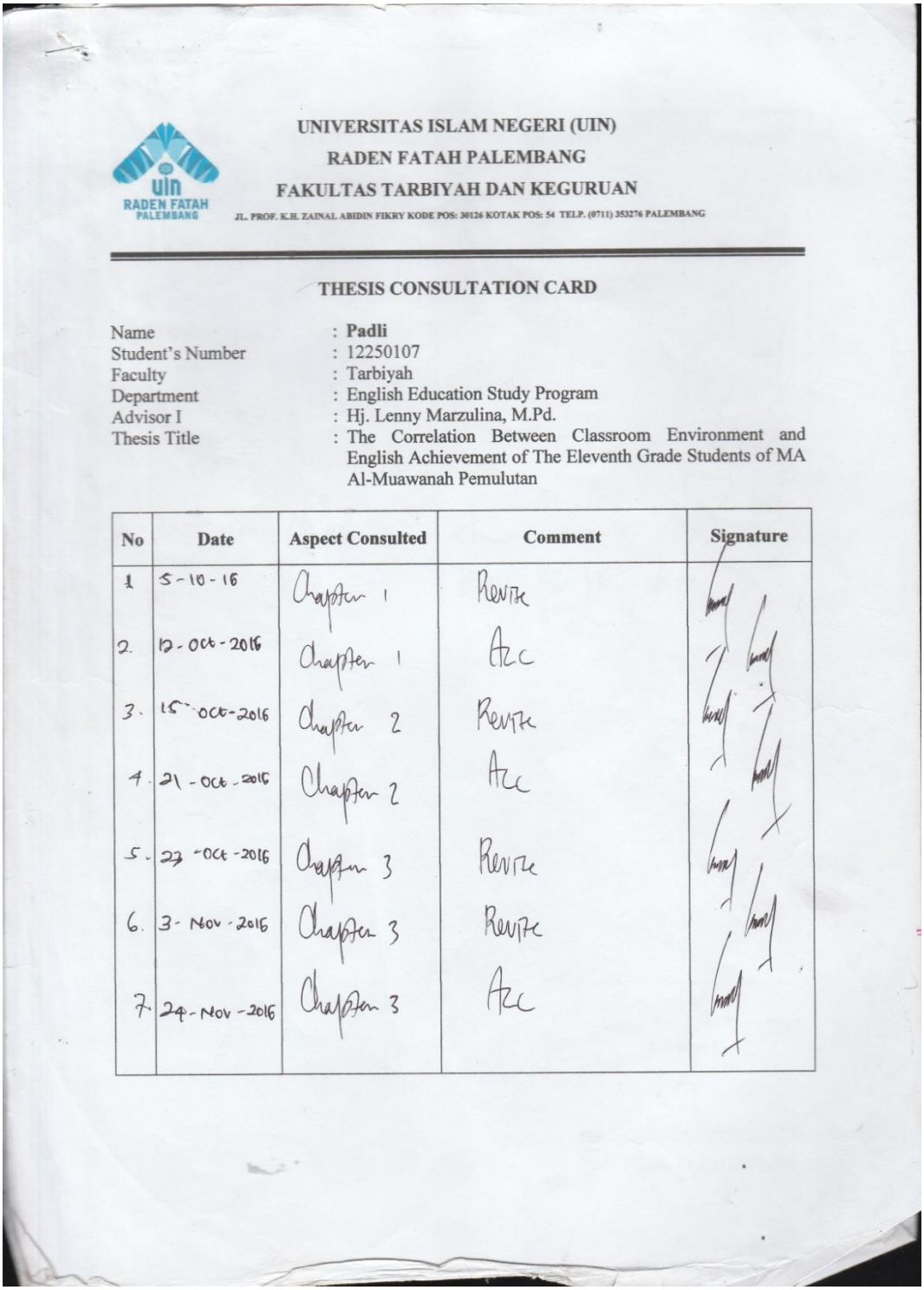
Demikianlah surat keterangan ini dibuat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Sembadak, 30 Nopember 2016

Kepala Madrasah,

MADRASAH ALIYAH MA AL-MU'AAWANAH TERDAFTAR 322161005214 SEMBADAK PEMULUTAN OI

ARUM NING TYAS, S.Pd.I.



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
JL. PROF. K.H. ZAINAL ABIDIN FIKRY KODE POS: 30126 KOTAK POS: 54 TELP. (0711) 353276 PALEMBANG

THESIS CONSULTATION CARD

Name : **Padli**
Student's Number : 12250107
Faculty : Tarbiyah
Department : English Education Study Program
Advisor I : Hj. Lenny Marzulina, M.Pd.
Thesis Title : The Correlation Between Classroom Environment and English Achievement of The Eleventh Grade Students of MA Al-Muawanah Pemulutan

No	Date	Aspect Consulted	Comment	Signature
1	5-10-16	Chapter 1	Revise	
2.	12-Oct-2016	Chapter 1	Acc	
3.	15-Oct-2016	Chapter 2	Revise	
4.	21-Oct-2016	Chapter 2	Acc	
5.	27-Oct-2016	Chapter 3	Revise	
6.	3-Nov-2016	Chapter 3	Revise	
7.	24-Nov-2016	Chapter 3	Acc	

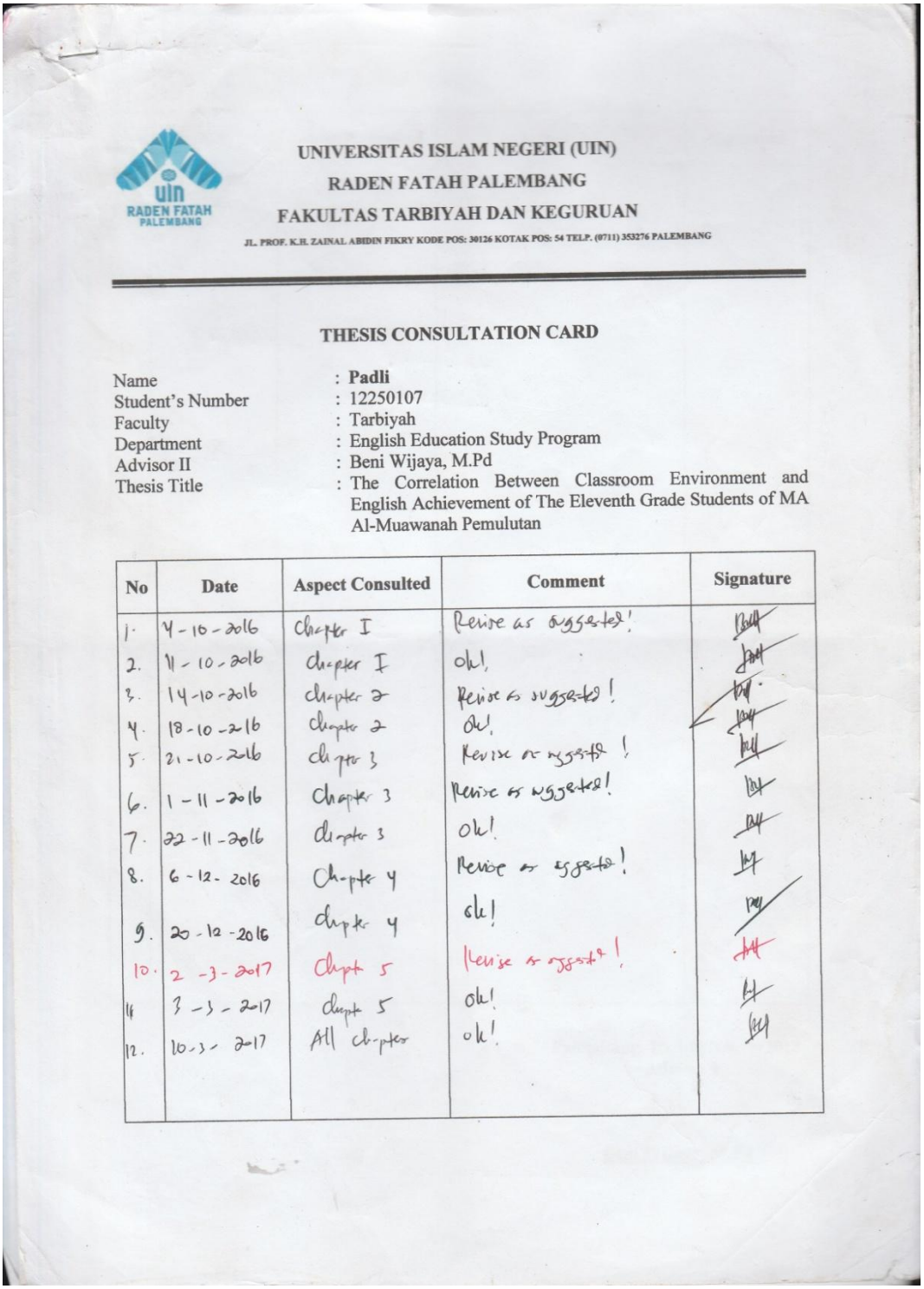
No	Date	Aspect Consulted	Comment	Signature
8.	7 - Des - 2016	Chapter 4	Revise !	
9.	14 - Des - 2016	Chapter 4	Revise !	
10.	16 - Des - 2016	Chapter 4	Revise !	
11.	21 - Des - 2016	Chapter 4	Acc !	
12.	2 - Jan - 2017	Chapter 5	Revise !	
13.	23 - Feb - 2017	Chapter 5	Acc !	
14.			Prepare for Munaqosah	

Palembang, 08 Maret 2017

Advisor I

Hj. Lenny Marzulina, M.Pd

NIP. 19710131 201101 2 001



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
JL. PROF. K.H. ZAINAL ABIDIN FIKRY KODE POS: 30126 KOTAK POS: 54 TELP. (0711) 353276 PALEMBANG

THESIS CONSULTATION CARD

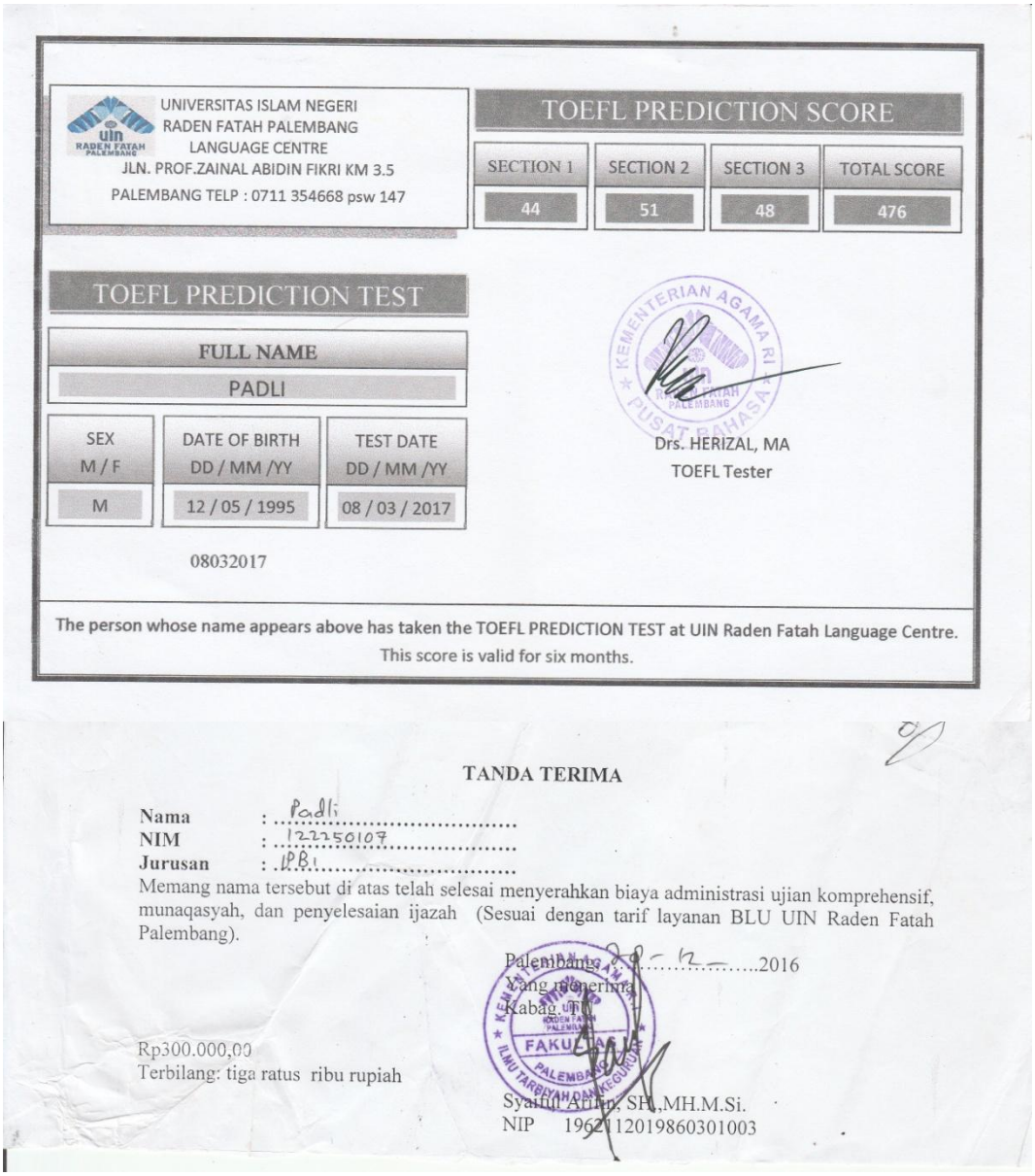
Name : **Padli**
Student's Number : 12250107
Faculty : Tarbiyah
Department : English Education Study Program
Advisor II : Beni Wijaya, M.Pd
Thesis Title : The Correlation Between Classroom Environment and English Achievement of The Eleventh Grade Students of MA Al-Muawanah Pemulutan

No	Date	Aspect Consulted	Comment	Signature
1.	4-10-2016	Chapter I	Revise as suggested!	
2.	11-10-2016	Chapter I	ok!	
3.	14-10-2016	Chapter 2	Revise as suggested!	
4.	18-10-2016	Chapter 2	ok!	
5.	21-10-2016	Chapter 3	Revise as suggested!	
6.	1-11-2016	Chapter 3	Revise as suggested!	
7.	22-11-2016	Chapter 3	ok!	
8.	6-12-2016	Chapter 4	Revise as suggested!	
9.	20-12-2016	Chapter 4	ok!	
10.	2-3-2017	Chapter 5	Revise as suggested!	
11	3-3-2017	Chapter 5	ok!	
12.	10-3-2017	All chapter	ok!	

No	Date	Aspect Consulted	Comment	Signature

Palembang, 10 Maret 2017
Advisor I

Beni Wijaya, M.Pd



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
44	51	48	476

TOEFL PREDICTION TEST

FULL NAME
PADLI

SEX M / F	DATE OF BIRTH DD / MM /YY	TEST DATE DD / MM /YY
M	12 / 05 / 1995	08 / 03 / 2017

KEMENTERIAN AGAMA RI
PUSAT BAHASA

Drs. HERIZAL, MA
TOEFL Tester

08032017

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.

TANDA TERIMA

Nama : Padli
NIM : 122250107
Jurusan : PBI

Memang nama tersebut di atas telah selesai menyerahkan biaya administrasi ujian komprehensif, munaqasyah, dan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang).

Palembang, 08-12-2016
Yang menerima,

Rp300.000,00
Terbilang: tiga ratus ribu rupiah

Kabag. UTU

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Syaiful Arifin, SH.,MH.M.Si.
NIP 196211201986030100 3

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN BEBAS TEORI

Nomor: B- 5944 /Un.09/II.1/PP.00.9/12/2016

Berdasarkan Penelitian yang Kami lakukan terhadap Mahasiswa/i:

Nama : Padi
NIM : 12250107
Semester/Jurusan : IX (sembilan)
Program : Pendidikan Bahasa Inggris

Kami Berpendapat bahwa Mahasiswa/i yang tersebut di atas (sudah / belum) Bebas Mata Kuliah (Teori, praktek dan Mata Kuliah Non Kredit) dengan IPK: 3,46
(Tiga Koma Empat Puluh Enam)

Demikian syarat ini dibuat dengan sesungguhnya untuk digunakan seperlunya.

Palembang, 27 Desember 2016

Kabag. Tata Usaha

Drs. Sapiddin, SH.,M.H.,M.Si.
NIP. 19621120 198603 1 003

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Selasa/ 9 Januari 2017
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	12250009	Arip	78	70	75	82	76,25	B
2	12250028	Dian Pertiwi	75	81	85	81	80,5	A
3	12250053	Ilham Al- Akbar	75	78	85	71	77,25	B
4	12250069	Lasiyah	75	86	84	72	79,25	A
5	12250072	Lusi Anggraini	75	88	86	80	82,25	A
6	12250074	M. Ali Arif Murtadho	70	76	78	68	73	B
7	12250105	Okta Azzuhria	75	86	83	74	79,5	A
8	12250107	Padli	75	81	86	80	80,5	A
9	12250120	Rizki Fadhliyah	75	89	85	72	80,25	A
10	12250121	Robiah Adawiyah	75	83	85	81	81	A
11	12250135	Sulung Susanti	78	88	82	80	82	A
12	12250136	Surani Fitrianah	75	93	85	82	83,75	A
13	12250138	Syarifah Salwa	75	76	86	82	79,75	A
14	12250144	Tri Lestari	75	66	83	80	76	B
15	12250146	Tuty Hendriyani	75	91	86	75	81,75	A

Keterangan
Mata Uji
I : Language Evaluation
II : TEFL Methodology
III : Curriculum Development
IV : Material Development

Interval Nilai
80 -100 = A
70 - 79 = B
60 - 69 = C
56 - 59 = D
≤ 55 = E

Dosen Penguji

Nova Lingga Pitaloka, M.Pd.
M. Holandyah, M.Pd
Beni Wijaya, M.Pd
Hj. Lenny Marzulina, M.Pd

Palembang, 15 Januari 2017
Panitia Ujian Kompreh nsif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris,

M. Holandyah, M.Pd
NIP. 197405072011011001

Ketua,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

UIN RADEN FATAH PALEMBANG	**SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS MUNAQASYAH**	**GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG** **Kode:GPMPFT.SUKET.01/R0**

Yang bertanda tangan di bawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah IAIN Raden Fatah Palembang, menerangkan bahwa mahasiswa:

Nama : Padli

NIM : 12250107

Fakultas/Jurusan/ Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

Judul Skripsi : The Correlation between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada hari senin, tanggal 9 Januari 2017, dengan memperoleh nilai A.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 08 Maret 2017
Ketua/Sekretaris

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

UIN RADEN FATAH PALEMBANG	**SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS MUNAQASYAH**	**GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG** **Kode:GPMPFT.SUKET.01/R0**

Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama : Padli

NIM : 12250107

Fakultas/Jurusan/ Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

Judul Skripsi : The Correlation between Classroom Environment and English Achievement of the Eleventh Grade Students of MA Al-Muawanah Pemulutan

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 08 Maret 2017
Ketua/Sekretaris

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

HASIL UJIAN SKRIPSI/MAKALAH

Hari : Kamis
Tanggal : 30 Maret 2017
Nama : Padli
NIM : 12250107
Jurusan : PBI
Program Studi : S-1 Reguler

Judul Skripsi : *The correlation Between Classrom Environment and English Achivement of the elevent grade students of MA Al-Muawanah Pemulutan*

Ketua Penguji : Hj. Lenny Marzulina, M.Pd (.....)
Sekretaris Penguji : M. Holandiyah, M.Pd. (.....)
Pembimbing I : Hj. Lenny Marzulina, M.Pd (.....)
Pembimbing II : Beni Wijaya, M.Pd (.....)
Penguji I/Penilai I : ~~Marzulina, M.Ed~~ M. Holandiyah (.....)
Penguji II/Penilai II : Nova Lingga Pitaloka, M.Pd (.....)

Nilai Ujian : 80,75 / A IPK : 3,48

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :
(.....) dapat diterima tanpa perbaikan
(.....) dapat diterima dengan tanpa perbaikan kecil
(.....) dapat diterima dengan tanpa perbaikan besar
(.....) belum dapat diterima

Palembang, 30 Maret 2017

Ketua,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Sekretaris,

M. Holandiyah, M.Pd.
NIP. 19740507 201101 1 001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
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FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Padli
NIM : 2250107
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah & Keguruan
Judul : The correlation between classroom Environment and English Achievement Of the Eleventh grade Students of MA Al-Muawanah pemulutan
Penguji : M. Holandiyah. M. Pd.

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
	15/5/17	Revise as suggested.	
	16/5/17	Ok Acc	

Palembang 16 - 5 - 2017
Dosen Penguji

( )
NIP :

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Padli
NIM : 12250107
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah & Keguruan
Judul : The correlation between classroom environment and English Achievement of the Eleventh Grade Students of MA Al-Nuawanah pemulutan
Penguji : Hava Lingga Pitaloka, M.Pd

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Senin/17-4-2017	ACC! You can proceed to hard copy	

Palembang Senin, 17 April 2017
Dosen Penguji

( )
NIP :