

THE CORRELATION BETWEEN CLASSROOM ENVIRONMENT AND STUDENTS' ENGLISH ACHIEVEMENT

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ABSTRACT

This study was conducted to investigate Indonesian students' perceptions toward classroom environment and their English achievement. This study attempted to reveal: (1) is there any significant correlation between physical classroom environment and students' English achievement?, and (2) is there any significant correlation between psychosocial classroom environment and students' English achievement. Based on the research problems above, the objectives of the study was to examine the correlation between classroom environment and students' English achievement. The research design of this research was correlation research design. The sample was 34 sixth semester students of University of Islam Malang. The data analysis was using Pearson product moment. The result of correlation between students' physical classroom environment and students English achievement showed that the p value is .034 that means there is significant correlation between classroom environment and students English achievement. For the psychosocial classroom environment, the result showed that p value is .780 that means there is no significant correlation between psychosocial classroom environment and students' English achievement. In conclusion, the facilities in the classroom brings comfortable feeling to students' in learning and affects students' outcomes. Moreover, the relationship between students-students and teacher-students does not affect the students' English achievement.

Key words: Physical classroom environment, psychosocial classroom environment, English achievement

INTRODUCTION

In Indonesia, English is learned since the first grade of primary school until the third grade of senior high school but, Indonesian students still has low English proficiency. According to English First (2019), Indonesia got rank 51 out of 88 world rankings. In fact, English is not used for daily conversation in Indonesia since English plays as foreign language. Suryanto (2014) stated that English as foreign language in Indonesia is infrequently used outside the classroom. The opportunity to practice English is limited because students only use English in school as classroom language. Another problem is that the Indonesian students tend to be passive, sheepish and silent during the teaching and learning process (Exley, 2005). In conclusion, the less optimal in English learning inside the classroom leads to low Indonesian students' English achievement.

Classroom environment is an important factor that affects teaching learning process and students' outcomes. Hannah (2013) described that the classroom is where the student develops their skill. Good classroom environment is also needed in teaching and learning because good classroom environment can affect to teaching learning process. As study of Kekare (2015), a good classroom environment motivates the students to perform better and encourage the learning process.

The problem is caused by less conducive English teaching and learning, so creating comfortable English teaching and learning is paramount important. In order to improve the quality of teaching and learning, it is also necessary to understand the factors (internal and external factors) that influenced English teaching and learning.

Tanaka and Ellis (2003) stated that the important factors are related to individual learner differences in English learning or learner beliefs, language aptitude and motivation. The individual factor is crucial since the positive and negative achievement in learning depends on how the students understand their own internal factors.

Another problem that contributes to English achievement is classroom environment. According to Kekare (2015), a comfortable and conducive classroom environment motivates the students to perform better and encourage the learning process. Classroom environment is important for students because the students spend a lot of time to learn and play at school rather than home.

Classroom environment divided into two aspects, (1) the physical and, (2) psychosocial classroom environment (Malik & Rizvi, 2018). The physical and psychosocial classroom environment cannot be separated because both aspects support students' learning environment and achievement. According to Kausar, et al. (2017) who said that classroom needs a supportive learning environment to gain the student's achievement. Moreover, classroom environment has important role in teaching learning process and students' achievement since the two aspects of classroom environment cannot be separated to support activities in the classroom.

The similar study conducted by Kausar, et al. (2017) who had done the research entitled "Effect of Classroom Environment on the Academic Achievement of Secondary School Students in the Subject of Pakistan Studies at Secondary Level in Rawalpindi District, Pakistan". This study found that physical facilities could affect the students' learning environment and improve the students' learning performance.

The next previous study was from Kekare (2015) who had conducted the research entitled "Classroom physical environment and academic achievement of student". The researcher conducted the research at fourth of various colleges of Aurangabad. For post-test, those subjects have given various physical facilities classroom (experimental group) performed better than control group (less physical facilities). This result found that the experimental group which had various physical facilities performed better than the control group.

Puteh et al. (2015) also carried out a similar study about the relationship between physical environment and the teaching-learning process. The researcher conducted research in Malaysia. The participant was secondary school of Malacca. It is found that a good physical environment has a relationship with teaching and learning comfort level.

The last previous study was introduced by Afriani (2017), and she had done the research entitled "The Correlation between Classroom Environment and Academic Achievement of English Education Study Program of UIN Raden Fatah Palembang". The researcher conducted research in Palembang and the correlation research design was used. The participants in this study were 366 English students consisting of second, forth, and sixth semester students. The result showed that there is significant correlation between psychosocial classroom environment and academic achievement.

From the similar study above, the researcher believes that classroom environment has a great role in English achievement. So, the researcher is interested in conducting to find out whether or not there is any significant correlation between classroom environment and students' English achievement entitled "The Correlation between Classroom Environment and Students' English Achievement".

There are three research problems in this study to investigate, as follows: (1) how do English students' perceive their classroom environment?, (2) what is the students' level of English mastery?, and (3) is there any significant correlation between students' perception of physical and psychosocial classroom environment and English achievement?

METHOD

To find out the correlation between classroom environment and English achievement, the researcher used correlation research design. Population of this study was sixth semester students that consist of 120 students. The researcher chose sixth semester students because they have more

experience in English skill and have known about the various condition in classroom. To reduce the population, the researcher took 30% of random sampling. The total of sample was 40 students. Because of some reasons, six students were absent in the process of data collection. So, 34 students were the finale sample of this study.

The research instruments that the researcher used in this study were in form of Likert scale from 1-5 that range from strongly disagree to strongly agree. PACE questionnaire (physical aspect of classroom environment) consist of 64 items and CUCEI questionnaire (collage and university classroom environment inventory) consist of 49 items. These questionnaires used to measure the students' perception regarding the classroom environment. The TOEFL® like test adopted from TOEFL® preparation book entitled "The King TOEFL" to measure the students' English achievement. This test consists of three sections such as listening comprehension 50 items, structure and written expression 40 items, and reading comprehension 50 items.

To collect the data, there are some steps done by the researcher. The first, reseacher measured the students' perception of classroom environment. Next, the researcher asked the students to fill the CUCEI (college and university classroom environment inventory) and PACE (physical aspects of the classroom environment). Then, researcher asked the students did the TOEFL® like test for measuring English achievement.

After collecting the data, the researcher analyzed the data using SPSS version 20. The researcher used Pearson product-moment to measure the relationship between two variables (classroom environment and students' English achievement).

FINDINGS

After the data is collected and analyzed, the researchcer presented the result of physical and psychosocial classroom envrionment.

Table 1. Distribution of Students' Perception towards Physical Classroom Environment

Score Interval	Category	Frequency	Percentage
235 – 320	High	26	76%
149 – 234	Average	7	21%
64 – 148	Low	1	3%
TOTAL			100%

The table above described that the highest score of students' perceptions toward classroom environment was 320, and the lowest score was 64. The students' perception related to physical classroom environment are categorized high (76%), average (24%) and low (3%). In addition, the students has positive perception toward physical classroom environment in learning environment.

Table 2. Distribution of students' perception towards psychosocial classroom environment

Score Interval	Category	Frequency	Percentage
180 – 245	High	4	12%
114 – 179	Average	30	88%
49 – 113	Low	0	
TOTAL			100%

The table above described the categories of classroom environment. The students' perception related to psychosocial classroom environment are high category (12%) and low category (88%).

From the data above showed that the students have quite positive perception about psychosocial classroom environment in learning environment.

Table 3. Distribution of students' English Mastery level

Score	Category	Frequency	Percentage
500 – 677	Proficient students	19	56%
310 – 499	Less proficient students	15	44%
Total		34	100%

The table above presented about the level of students' English mastery. The test of English proficiency was administered to collect the score of students' English mastery. The level of students' English mastery are divided into proficient students and less proficient students. From 34 students, nineteen students (56%) get score 500 up to 677 that categorized as proficient students and fifteen students (46%) get score below 500 that categorized as less proficient students.

Table 4. Descriptive Statistics Correlation between Physical Environment and English Achievement

	Descriptive Statistics		
	Mean	Std. Deviation	N
English_Achievement	473.76	83.903	34
Physical_Environment	245.97	32.541	34

Table 5. The Correlation between Physical Environment and English Achievement

Correlation			
		English_Achievement	Physical_Environment
English_Achievement	Pearson Correlation	1	-.364*
	Sig. (2-tailed)		.034
	N	34	34
Physical_Environment	Pearson Correlation	-.364*	1
	Sig. (2-tailed)	.034	
	N	34	34

*. Correlation is significant at the 0.05 level (2-tailed).

The data above showed that the mean score of English achievement ($M=473.76$) and students' perception of physical environment ($M=245.97$). It is also can be seen that the p value is .034 that is lower than .05. The R value is -.364 that represents the low correlation between two variables. It means that there is significant correlation between students' perception of physical environment and English achievement ($N=34$) with the level of correlation between two variables is low. So, the highest students' perception of physical classroom environment, it quite affects to students' English achievement.

Table 6. Descriptive Statistics Correlation between Psychosocial Environment and English Achievement

	Descriptive Statistics		
	Mean	Std. Deviation	N
English_Achievement	473.76	83.903	34
Psychosocial_Environment	164.15	13.076	34

Table 7. The Correlation between Psychosocial Environment and English Achievement

Correlation			
		English_Achievement	Psychosocial_Environment
English_Achievement	Pearson Correlation	1	-.050
	Sig. (2-tailed)		.780
	N	34	34
Psychosocial_Environment	Pearson Correlation	-.050	1
	Sig. (2-tailed)	.780	
	N	34	34

The data above displays the correlation between students' perception of physical environment (M=164.15) and English achievement (473.76). The number of participants is 34 students. The table 7 shows that the significant of correlation is .780 that is higher than significant level (0.05). It means that there is no significant correlation between students' perception toward psychosocial environment and their English achievement. The R value is -.050. It represents very low correlation between two variables.

Based on the first finding, the result showed that most of the students' perception regarding physical classroom environment are high (76%). So, the students are aware that good physical classroom environment support their learning environment. It is in line with the finding of Ahmad and Amirul (2017), physical classroom environment is an important aspect to facilitate the learning.

The second finding is most of the students' perception regarding the psychosocial classroom environment are average (88%). The students of English department at Unisma have quite positive perception. It showed that the students are aware that social interaction aspect support their learning condition. It is in agreement with the study of Malik and Rizvi (2018), who said that psychosocial classroom environment facilitates their learning process and activities.

Relating the second research question, the second finding showed that more than half of the students (56%) are categorized as skilful English learners and the rest of students (46%) are less proficient learners. The aspects that influence the outcome are the students' experience. Since the students are in the sixth semester, they have studied English for three years, so they have many experiences to learn English skills and components. It is in line with the study of Sheela and Ravikumar (2016), students with more exposure to the target language are expected to acquire greater familiarity with the target language.

According to the third result, the data showed that p-value (.034). In other words, there is significant correlation between physical classroom environment and the students' English achievement. This finding is in agreement with the previous study by Kekare (2015) who found that the various physical facilities supported better than less physical facilities. It can be said that the good furniture, adequate facilities, room space, lighting room, temperature, and color have positive impact to students' English achievement.

Regarding the last research problem, the study exposed that there is no significant correlation between psychosocial and students' English achievement (p-value .780). The result is in contrast with Afriani (2017) who said that there is significant correlation between psychosocial classroom environment and academic achievement. It means that psychosocial classroom environment does not has positive effect to students' English achievement. The different results may be caused by the number of participants and standard for measuring students' achievement. The previous study has 366 participants while the participants included in the present study was 34, so number of participants in the previous students is bigger than the presents study. The bigger range of data may also have impact on the result of data analysis. Another factor is the tool of measuring students' achievement, the previous study used GPA. The present study used TOEFL® like that only has some skills of English.

CONCLUSION

The students perceive that the physical classroom environment has positive and psychosocial classroom environment has quite positive effect to their learning environment. The finding said that the students are proficient in English because the students have experience in learning. The students perceive that physical classroom environment has positive effect to students' learning outcomes. In the other words, the good classroom facilities influence in students' English achievement. While, the students perceive that psychosocial classroom environment is not affecting to students' English achievement. In other words, some aspects of classroom environment have its effect in students' outcomes or it can be said that the classroom environment is indeed important in learning activities but there are also other supporting aspects.

SUGGESTION

According to the limitation of the study, this research has shortcomings that can be supplemented by further researchers. The larger number of participants will be better for further researchers since the current study has 34 participants. Another is instrument of the study because the questionnaire used to measure is composed in 1986. It will be better for the next researcher to develop a new questionnaire that up to date. For the achievement of English, future research can apply other types of achievement tests that cover up four skills in English.

The teacher could create a good classroom environment to support the teaching and learning since this study showed that the aspects of classroom environment has good effect on students' English achievement and learning environment.

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