

THE INFLUENCE OF CLASSROOM ENVIRONMENT TOWARDS STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH

THESIS

Submitted by

TINA LEVIA
NIM. 200203025

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY BANDA ACEH
2024 M / 1446 H

THESIS

Submitted to Faculty of *Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

TINA LEVIA
NIM. 200203025

Student of Faculty *Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Supervisor,

جامعہ الرانیری
Fithriyah
AR-RANIRY

Fithriyah, S.Ag., M.Pd

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, 17 July 2024
11 Muharram 1446 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Fithriyah, S.Ag., M.Pd.

Secretary,

Azizah, S.Ag., M.Pd.

Member,

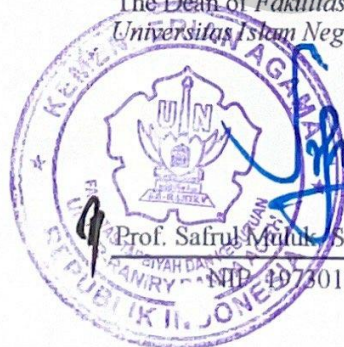
Siti Khasinah, S.Ag., M.Pd.

Member,

Dr. Muhammad Nasir, M. Hum.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D

NID. 207301021997031003

16

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Tina Levia

NIM : 200203025

Tempat/tanggal lahir : Cot Puuk, 16 Januari 2002

Alamat : Geulanggang Gampong, Kota Juang, Bireuen

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Influence of Classroom Environment towards Students' Achievement
in Learning English**

adalah adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 4 Juli 2024

Saya yang membuat pernyataan



Tina Levia

ACKNOWLEDGEMENT



Alhamdulillah, I extend my heartfelt gratitude and praise to Allah *Subhanahu wa Ta'ala* for blessing me with the opportunity, inspiration, and strength to complete this thesis. Peace and blessings be upon our beloved Prophet Muhammad *Shallallahu Alaihi wa Sallam*, who has provided us with the perfect example of the greatest human being.

I extend sincere thanks and appreciation to my supervisor, Fithriyah, S.Ag., M.Pd., for her encouragement, guidance, and advice, as well as for her patience, knowledge, and sincerity in supervising this thesis. May Allah bless her with happiness, health, and success. Additionally, I extend gratitude to all the lecturers and staff of the Department of English Language Education at UIN Ar-Raniry, especially Syarifah Dahliana, S.Ag., SE., M.Ag., M.Ed., Ph.D., as the head of the study program, and Azizah, M.Pd., as the secretary of the study program, who have provided teaching and assistance since the first year of my degree at this university.

I express my deepest love and thanks to my beloved parents, Prof. Saifullah, S.Ag., M.Pd., and Fauzah, S.KM., for their unwavering love, prayers, support, encouragement, advice, guidance, and patience. I feel immensely grateful and incredibly blessed to have such an extraordinary support system, a gift from Allah that surpasses anything I could have wished for.

I would like to convey heartfelt thanks to all my best friends, members of “halu” and members of “rumah pulang,” for always being there since high school and for their invaluable assistance and endless support throughout the process of completing this thesis. Their encouragement, advice, and companionship have been essential in overcoming challenges and achieving this milestone. Their belief in my abilities and their willingness to help in countless ways have made an immeasurable difference. Thank you for being an integral part of this journey.

I would like to convey warm appreciation and thanks to all my college best friends, especially to “my girls” who have been a constant source of support and companionship throughout the academic journey since the first year of college. Their encouragement, assistance, and unwavering presence have made a significant impact on both my personal and academic growth. I am deeply thankful for their steadfast friendship and the invaluable support they have provided. Thank you for always being there and for making this academic journey truly remarkable.

I would like to extend my sincere gratitude to SMP Islam Ummulqura for granting me the opportunity to conduct research at their esteemed institution. Their invaluable support and cooperation have played an important role in enabling me to gather the necessary data for this thesis research. I am deeply appreciative of the resources and access to information that were made available to me. This experience has been immensely enriching, and I am truly thankful for the generosity and hospitality at SMP Islam Ummulqura.

Finally, I acknowledge the potential for improvement in this thesis. Therefore, I welcome and value constructive feedback, suggestions, and recommendations concerning the study's limitations.

Banda Aceh, 17th July 2024
The Writer,

Tina Levia

ABSTRACT

Name : Tina Levia
Reg. No. : 200203025
Faculty : Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis's Title : THE INFLUENCE OF CLASSROOM ENVIRONMENT
TOWARDS STUDENTS' ACHIEVEMENT IN LEARNING
ENGLISH
Supervisor : Fithriyah, S.Ag., M.Pd
Keywords : Classroom Environment, Student Achievement, English
Learning, Social Classroom Environment, Educational
Factors.

This research investigated the influence of the classroom environment on students' achievement, specifically focusing on English classes in an Islamic boarding school, SMP Islam Ummulqura Indonesia, Bireuen, Aceh. This research also went in-depth to identify the most influential factors within the classroom environment that affected students' achievement in learning English. Employing a quantitative research approach and a correlation research design, the study utilized purposive sampling to select the representative population. The sample comprised 108 second-grade students, from whom 105 completed questionnaires were collected and analysed. Data analysis was performed using Multiple Linear Regression analysis via SPSS Software. The findings indicated that the social factor was the most influential aspect of the classroom environment. This suggested that positive social engagement within the classroom significantly contributed to successful academic achievement in English learning. The study concluded that all examined factors—psychological, social, and physical—simultaneously and significantly impacted students' achievement. Thus, teachers were encouraged to build strong relationships, support students' mental health, and the school also needed to create an engaging classroom layout to optimize the learning process.

TABLE OF CONTENTS

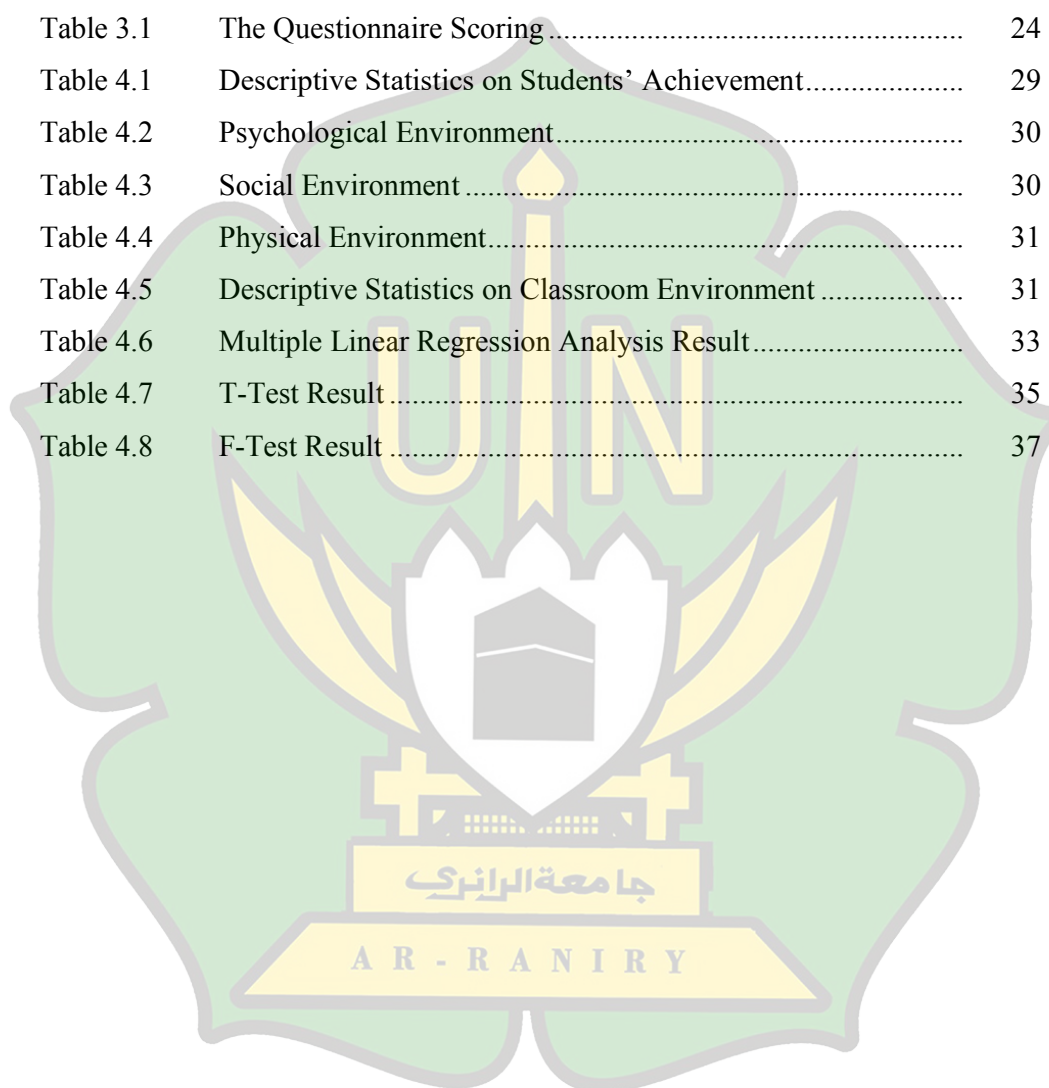
DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
 CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Research Question	5
C. Research Aim.....	5
D. Hypothesis	5
E. Research Significance.....	6
F. Research Terminologies	6
 CHAPTER II LITERATURE REVIEW	
A. Classroom Environment	9
1. The Concept of Classroom Environment.....	9
2. Factors of Classroom Environment.....	11
B. English Language Learning in Junior High School.....	15
C. Previous Studies.....	17
 CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	21
B. Population and Sample	22
C. Technique for Data Collection.....	23
D. Technique for Data Analysis	25
 CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	28
B. Discussion.....	37
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	42
B. Suggestion.....	43

REFERENCES.....	45
APPENDICES.....	50
AUTOBIOGRAPHY	56



LIST OF TABLES

Table 3.1	The Questionnaire Scoring.....	24
Table 4.1	Descriptive Statistics on Students' Achievement.....	29
Table 4.2	Psychological Environment.....	30
Table 4.3	Social Environment.....	30
Table 4.4	Physical Environment.....	31
Table 4.5	Descriptive Statistics on Classroom Environment.....	31
Table 4.6	Multiple Linear Regression Analysis Result.....	33
Table 4.7	T-Test Result.....	35
Table 4.8	F-Test Result.....	37



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation letter from SMP Islam Ummulqura Indonesia, Bireuen
- Appendix D Classroom Environment Evaluation Scale



CHAPTER I

INTRODUCTION

A. Background of the Study

The acquisition of English language skills has gained attention for all of stakeholders in Indonesia, since English is often considered important in all aspects of academic, or business related. Consequently, achieving the success of English language learning has become very important for educators or the students themselves. One of the potential factors to contributing the success of English language learning is classroom environment, it is the whole situation where the students experience the learning process. Understanding how the classroom environment influences students' achievement learning English is important for developing a good educational strategies to achieve the success of English language learning.

Research has showed that the classroom environment plays an important role for influencing students' achievement. Bronfenbrenner's Ecological Systems Theory mentioned that various factors in students' environment will impact students' development and learning process (Paquette & Ryan, 2001). These factors include the immediate classroom setting and broader social contexts. Krashen (2003) further emphasized that supportive relationships and access to diverse learning materials are crucial for language acquisition. He argued that a nurturing classroom environment, characterized by positive teacher-students interactions and the availability of varied educational resources, creates optimal conditions for

students to thrive in their language learning endeavours. Together, these perspectives underscored the importance of a well-structured and supportive classroom environment in fostering students' academic success and overall development.

The learning environment encompassed a wide range of components, such as physical classroom settings, social context in which learning takes place and psychology of the students. Each of these components can have a significant impact on students' motivation, engagement, and overall learning experiences, which, in turn, can influence their achievement in English classes. The physical setting within this environment can profoundly affect students' learning experiences (Yahya & Nur, 2023). Thus Yahya and Nur (2023) conveyed that a comfortable and adequately equipped space can enhance students' comfort, motivation, and productivity. Conversely, a poorly designed or overcrowded space can lead to distraction and hinder students learning. A well-designed and well-equipped classroom, interactive teaching strategies and supportive peer-interaction can stimulate students interest, maintain their focus and facilitate effective language acquisition. Unsupportive learning environment can hinder students' ability to grasp complex language concepts and limit their academic progress.

Additionally, social factors within the classroom environment, including teacher-students relationship and peer interaction, can significantly affect students achievement in learning English. Prioritizing created and maintained supportive, welcoming, and friendly classroom environments is essential for the teachers (Picket and Fraser, 2010). When teachers build positive relationships with their

students and offer them encouragement, students are more likely to feel confident participating in classroom activities. Furthermore, collaborative learning and positive peer interactions have been associated with higher academic achievement, as they provide a safe environment for each other practicing their language skills.

Classroom environment also shapes the emotional and psychological dimensions of learning, impacting motivation, self-esteem, and the development of language skills. Creating a constructive and encouraging learning atmosphere can enhance students' cognitive abilities and motivate them to reach their educational goals (Yahya & Nur, 2023). The way a classroom feels psychologically plays an important role in setting the stage for students participation. When the environment is supportive psychologically, students will triggered to feel safe and brave sharing their ideas, expressing their opinions, asking questions and interest to participate deeper into classroom material (Livingstone & Bovil, 2013). As a result, school should ensure a favourable learning environment by offering well-planned classroom, properly maintained equipment, and suitable learning materials (Yahya & Nur, 2023).

Study conducted by Yahya and Nur (2023) entitled The Impact of a Conducive Learning Environment on Learning Motivation and Students Achievement in Vocational School. This research suggest that a positive learning environment and high motivation can lead to improved academic performance. It also acknowledges that factors such as students' ability and instructional methods also influence learning outcomes. Additionally, this research discussed about learning outcomes and motivation in learning environment, covering a wide range

of topics such as instructional factors, experiential learning programs, social learning theory, intrinsic and extrinsic motivation, self-regulated learning strategies, and more. In other research by Malik & Rizvi (2018) with title "The Relationship between Secondary School Students' Perceptions of the Classroom" The study revealed that students' perceptions of three classroom aspects, involvement, personal relevance, and emphasis on understanding, had a significantly positive impact on their academic achievement. Conversely, student perceptions of investigation and autonomy showed a negative influence on achievement.

This research is different with those previous research in terms of focus. This research is specifically focus on English class subject that take place in Islamic boarding school, which is differ from the previous research that focus in vocational school or on the other research they focus on math class. The difference of characteristic of the participant, which is in this research the students who live in a boarding school environment, also one of the reason why the researcher interest in investigate this research cause it may lead to a different results. Also, this study will go in-depth inquiry understanding into what factor is the most influential of classroom environment on students' achievement in learning English. Understanding these key knowledge will equip educators with actionable insights. This knowledge will contribute valuable new data to the ongoing quest to optimize learning environments for effective English language acquisition. Furthermore, the researcher is driven to conduct further into the matter whether there is a significant influence between learning environment towards students' achievement in general.

Understanding the dynamics between learning environments and students achievement in English classes is vital for educators and policymakers. Thus it should be considered and needs further study.

B. Research Question

1. What is the most influential factors in the classroom environment?
2. Does classroom environments influences students' achievement in English Class?

C. Research Aim

1. To investigate the most influential factors in the classroom environment.
2. To discover whether classroom environments influences students' achievement in English Class.

D. Hypothesis

Building upon the findings of the previous section, this research formulated hypotheses to guide the investigation further. These hypotheses are specific prediction about the influence between the variables under study. Testing these hypotheses will allow us to determine if there is a statistically significant association between the various aspects of the classroom environment and student achievement in English language learning. To further explore the influence identified, the following hypotheses are proposed.

Ho = "Classroom Environment does not influence students' achievement"

Ha = "Classroom Environment influences students' achievement"

E. Research Significance

The researcher expect the findings of this research will give the certain benefit to many stakeholders. Theoretically, this research will give the information about concept of learning environment in English classroom learning and how learning environment influence learning outcomes. Concurrently, practically, the research hopes it will inform the pedagogical practices in understanding how specific aspect of the learning environment influence students' English Language learning. So, the educators can improve their teaching strategies and classroom setups to enhance students achievement. Subsequently, the researcher also hope this research will benefit the policymakers and educational institutions to use this research findings to inform decisions related to curriculum development, resource allocation, and teacher training programs. Furthermore, the researcher hope the students found it essential to explore how the learning environment can foster or be barrier for students' achievement in English class.

F. Research Terminologies

This section provides explanation for keywords associated with the research title. The terminology serving the essential purpose of clarifying the study's contents of certain terms employed in this research as follows:

1. Classroom Environment

Malik and Rizvi (2018) stated that the essential of a classroom can be categorized into physical and human components. The physical component comprises all elements within the learning space, such as furniture, lighting, and technological equipment. Conversely, the human component comprises the individuals involved in the learning process, which are teachers and students. The interaction between these two components, including teacher-students and students-students, shapes the overall learning environment, or usually called psycho-social environment of the classroom. In line with research of Jaffe, et al. (2019) mentioned the definition of classroom environment functions as a dynamic learning ecosystem where students engage in the process of knowledge acquisition and professional development. This ecosystem is shaped by a confluence of factors, including the physical layout of the space, the quality of social interactions within the classroom, and a students' psychological well-being.

This study defines 'classroom environment' as the overall situational context and atmosphere present during the learning process within the classroom setting. This comprises the psychological, social and physical factors that shape the educational experiences of the students and teachers during classroom activities.

2. Students' Achievement

Based on the research of Green (et al, 2004) students achievement refers to the level of academic success achieved by students in a specific subject or area of study. In the context of English language learning, achievement define as the assessment results obtained by teachers, which evaluate students learning progress and outcomes based on fundamental English language skills, which are reading,

writing listening and speaking (Kusrini and Prihartanti, 2014 as cited in Taslim & Hervina, 2021). Therefore, this study define students' achievement as academic success in English language learning measured by teachers' assessments of students' progress and skills.



CHAPTER II

LITERATURE REVIEW

A. Classroom Environment

A well-designed classroom environment was much more than just how the classroom looked. It functioned as a dynamic system that fostered students well-being, promoted positive social interactions, and facilitated effective learning. This sub-chapter explored the concepts of classroom environment and its three crucial factors.

1. The Concept of Classroom Environment

According to Jaffe, et al (2019), classroom environment can be thought of as a dynamic system that fosters learning. Students actively acquire knowledge and develop their skills within this dynamic system. The way the classroom is set up physically, the quality of social interactions among students and the teacher, and how students feel emotionally, these all play a role in shaping this classroom environment (Jaffe, et al, 2019). It is in line with research of Miller and Cunningham (2003) that mentioned the concepts of classroom environment includes the physical layout of the space, the psychological atmosphere fostered by social interactions, and various teaching methods influenced by the teacher's characteristics and behaviour.

It is also stated that classroom environment delves into aspects such as the regulation of behaviour, establishment of classroom rules and disciplinary measures,

student motivation, instructional teaching methodologies, the arrangement of classroom resources (including layout of tables and desk, walls decoration), and even consideration regarding the colour scheme within the classroom (Chesebro & McCroskey, 2002; Slavin, 2000; Snowman & Biehler, 2003; Ozerem & Akkoyunlu, 2015). In addition, Obaki (2017) mentioned that classroom environment encompassed aspect of classroom that includes both physical and social factors, including the dynamics between teacher-student and classroom arrangement that support learning process. It outlines the teacher's expectations for student motivation to ensure effective learning and appropriate social behaviour within the classroom. Also focusing in spaces for group work and collaborative learning, strategically placed learning materials in designated areas, and a well-functioning lighting system. The furniture, particularly the size and type of chairs and tables, should be appropriate for the students using the classroom.

Ozerem and Akkoyunlu (2015) stated that learning environment constitutes the context in which learners can discover solutions to their challenges and access the resources necessary for their goal in the end of learning process. For lifelong learning to thrive, the experiences within this environment, shaped by the dynamic interaction between the learners and their surroundings overall environments. Especially, the interaction with sensory stimuli, including tools, and materials, holds significant importance in a learning environment specifically for designed the needs of the learner in their learning process.

In the end, these varied perspectives offer a complete depiction of the classroom environment concept, which serves through dynamic interactions between students, educators, and their environment. By taking into account elements such as the spatial arrangement, interpersonal dynamics, instructional strategies, educational resources, and sensory inputs, as well as the psychological ambiance shaped by social engagements and the diverse instructional approaches influenced by teachers' traits and actions, educators can establish a whole situation of what it called classroom environment.

2. Factors of Classroom Environment

This sub-chapter explored three factors of a classroom environment: psychological safety, positive social dynamics, and a functional physical space. By examined these factors and their interactions, we could understand how to create a learning environment that fosters student engagement, motivation, and academic achievement.

a. Psychological Environment

The majority of students is expected their classroom full of support and encouragement in learning process. A positive psychological environment creates the condition for them to sharing ideas, expressing opinions and attitudes, asking questions, and exploring issues within the classroom (Livingstone and Bovill, 2013). Classroom with positive psychological environment will allow student to be motivated for their learning process. These conducive atmosphere fosters a dynamic and

interactive learning experience, empowering students to explore and contribute to the classroom process. The encouragement of idea expression and open dialogue creates a vibrant setting that further embrace the students' motivation and enthusiasm for learning (Livingstone and Bovill, 2013).

Urdan and Schoenfelder (2006, as cited in Velayutham & Aldridge, 2013) suggested that improving students motivation requires a focus on the essential characteristic of the classroom learning environment, which are likely to have an impact on student motivation. It's become responsibility of the teacher to cultivate a learning environment in which students are motivated to learn while operating within the boundaries and expectations of a secure classroom. Through modeling and promoting a safe atmosphere along with purposeful rules, students will motivate to engage in positive behaviors and support each other (The Iowa e-Portfolio).

Emphasizing the motivation in the classroom is a core aspect of effective teaching because it promotes and sustain students' interest and personal commitment to their goals. When students find intrinsic value and joy in the learning process, they are more likely to stay engaged and motivated over the long term in learning process. While intrinsic motivation is crucial, extrinsic motivation also plays a complementary role in learning environment. These external rewards help students to understand and meet classroom expectations. Various types of motivators include within this category, encompassing elements such as praise, positive reinforcement, and rewards that are to maintain students' engagement and commitment to their personal goals. Hence,

implementing these motivators strategically contributes to shaping a positive and encouraging classroom learning environment (The Iowa e-Portfolio).

These motivated students will be more inclined to boost their class attendance, actively participate in class activities, seek guidance, ask questions, join study groups, and dedicate more time to their studies (Velayutham & Aldridge, 2013) to enhance their academic achievement. Those reason may lead in successful learning engagement within classroom (Pajares, 2001, 2002, Pajares & Schunk, 2001, Velayutham & Aldridge, 2013) and the psychological aspect will probably significantly improve the quality of environment within classroom.

b. Social Environment

Picket and Fraser (2010) stated that classroom social environment involve all of the interaction that occur between the teacher and the students, as well as among the students. Creating classroom environments that are supportive, welcoming and friendly between all the stakeholder is crucial to keep effective classroom environment (Picket & Fraser, 2010). This means that interactions, relationship, and general social dynamics in academic settings can have profound impact on students' affective domains and behavioural patterns. In addition, teacher as an important part of the classroom environment, have an important influence of the classroom atmosphere (Schunk & Zimmerman, 2007, Velayutham & Aldridge, 2013). Established positive and supportive classroom environment involved active contributions, such as the teaching and learning methods used, which influence teacher-student interactions, as well as the

quality of interactions among students. These factors are essential in shaping the overall classroom atmosphere (Velayutham & Aldridge, 2013)

Social behavior significantly influenced a student's acceptance or rejection by their peer groups, impacting their self-esteem, sense of belonging, and social competence. Obaki (2017) proposed that certain student face rejection from their peer groups when they display behavior perceived as undesirable or harmful by the group. Social rejection can have negative consequences on a student's self-esteem and sense of belonging. It reduced the students' capacity to sustain the social competence they may have developed. Obaki (2017) also stated that children who engage positively with peers displaying desirable behaviors typically find acceptance within other peer groups. Social behavior seems to serve as a measure for an individual's or peer group's acceptance. Interaction among children not only foster the development of the attachments but also inspire a desire to explore further, both academically and socially (Obaki, 2017)

c. Physical Environment

Modern learning spaces in the 21st century are conceived as settings where learners actively participate in self-directed and collaborative learning pursuits, and the physical environment is strategically designed for regular reorganization to facilitate learning (Lippman, 2010). The term of physical environment in classroom refers to all elements that contribute to the overall learning atmosphere. This includes the layouts, design of the class, and arrangement of furniture, resources, and other elements within classroom.

The ambiance of a space can be influenced by its physical environment, and often referred to as the symbolic environment (Cheryan et al, 2014). Establishing a warm and welcoming atmosphere in the classroom might require an investment of time and potentially some resources. Changes in decoration, such as changing the color of walls instead of plain white (Grube, 2014; Tanner, 2015; Ford, 2016) or displaying encouraging posters that cater to all genders and nationalities (Cheryan et al, 2014), have proven to positively impact the learning environment, requiring only a modest investment of time and financial resources (Ford, 2016).

The arrangement of the classroom, which also has impact on the overall atmosphere, can be more challenging to modify based on factors like available space, existing furniture, and the number of students who need to use the area. Two classrooms of comparable size may need to cater to different class sizes, varying by numbers of students or more. It is essential to strive for smaller student-to-classroom ratios for various reasons, including the notion that having fewer students in a classroom has been demonstrated to enhance comfort and contribute to student success (Tanner, 2015, as cited in Ford, 2016).

B. English Language Learning in Junior High School

The English language curriculum in Junior High School (SMP/MTs) aimed to equip students with the ability to develop competence in both written and oral forms of language at a functional level (Munthe & Panjaitan, 2016). It also seeks to instill awareness and understanding of the significance of the English language in enhancing

competitiveness in the global area. Additionally, the curriculum endeavors to foster students' comprehension of the interconnection between language and culture (Munthe & Panjaitan, 2016). In their research study Munthe and Panjaitan (2016) stated that the scope of the English Language curriculum in Junior High School (SMP/MTs) encompasses several key components:

1. It is focuses on discourse skills, which involve the ability to comprehend and/or produce oral and written texts. These skills are realized across the four language skills: listening, speaking, reading, and writing, integrated to achieve functional literacy.
2. The curriculum places the importance on the proficiency to understand and generate diverse concise functional texts, monologues, and essays and procedural, descriptive, and recount texts. The teaching materials demonstrated a progression in the utilization of vocabulary, grammar, rhetorical techniques.
3. There is a focus on reinforcing competencies, encompassing linguistic skills (employing grammar and vocabulary, sound pattern, writing conversations), sociocultural skills (appropriately employing expression and language acts in diverse communication process through various means to ensure effective communication contexts), strategic skills (tackling issues that arise in the communication process through various means to ensure effective communication), and discourse-forming skills (utilizing tools to shape discourse).

C. Previous Studies

This field of study has been the subject of numerous investigations by many researchers, with some pursuing similar lines of inquiry and employing comparable experimental methodologies. One of the studies conducted by Yahya and Nur (2003) with title “The Impact of a Conducive Learning Environment on Learning Motivation and Student Achievement in Vocational Schools”. This research was employed a quantitative methodology with purpose to examine how educational settings influence student motivation and academic achievement. Data was gathered using questionnaires and examining documentation to 65 participants. Furthermore, it was analyzed using an ex post facto design and a survey-based approach, Yahya and Nur (2003) finds the quality of the learning environment significantly influences student motivation and ultimately impacts learning achievements. However, these relationships are multifaceted and interdependent.

Other study conducts by Malik & Rizvi (2018), explored the research with title “The Relationship between Secondary School Students' Perceptions of the Classroom Learning Environment and Their Academic Achievement in Mathematics Classroom”. The research included a sample of 516 tenth-grade students enrolled in math class across 27 classrooms. The Classroom Environment Instrument (Personal Form) was translated into the local language and used to assess student perceptions of their learning environment. Statistical methods including multiple regression, Pearson correlation, and ANOVA were used to analyze the data. This research by Malik & Rizvi (2018) showed that student perceptions of three aspects of the classroom

environment; involvement, personal relevance, and emphasis on understanding, were have strong positive influences on the students' academic achievement. While two other aspects; investigation and autonomy, had negative impact on students' achievement.

Aftika and Kher (2023) explored a similar concept in their work titled "Students' Perception of Classroom Physical Environment in Learning English at SMPN 23 Solok Selatan." The researchers discuss more in-dept in one factor of the classroom environment, which is physical environment. This quantitative study employed questionnaires to investigate student perceptions of the physical classroom environment in relation to English language learning. The research focused on five key indicators: indoor air quality, lighting, acoustics, building age and quality, and class size. The study's findings suggest that students hold positive perceptions regarding the physical environment of their classroom.

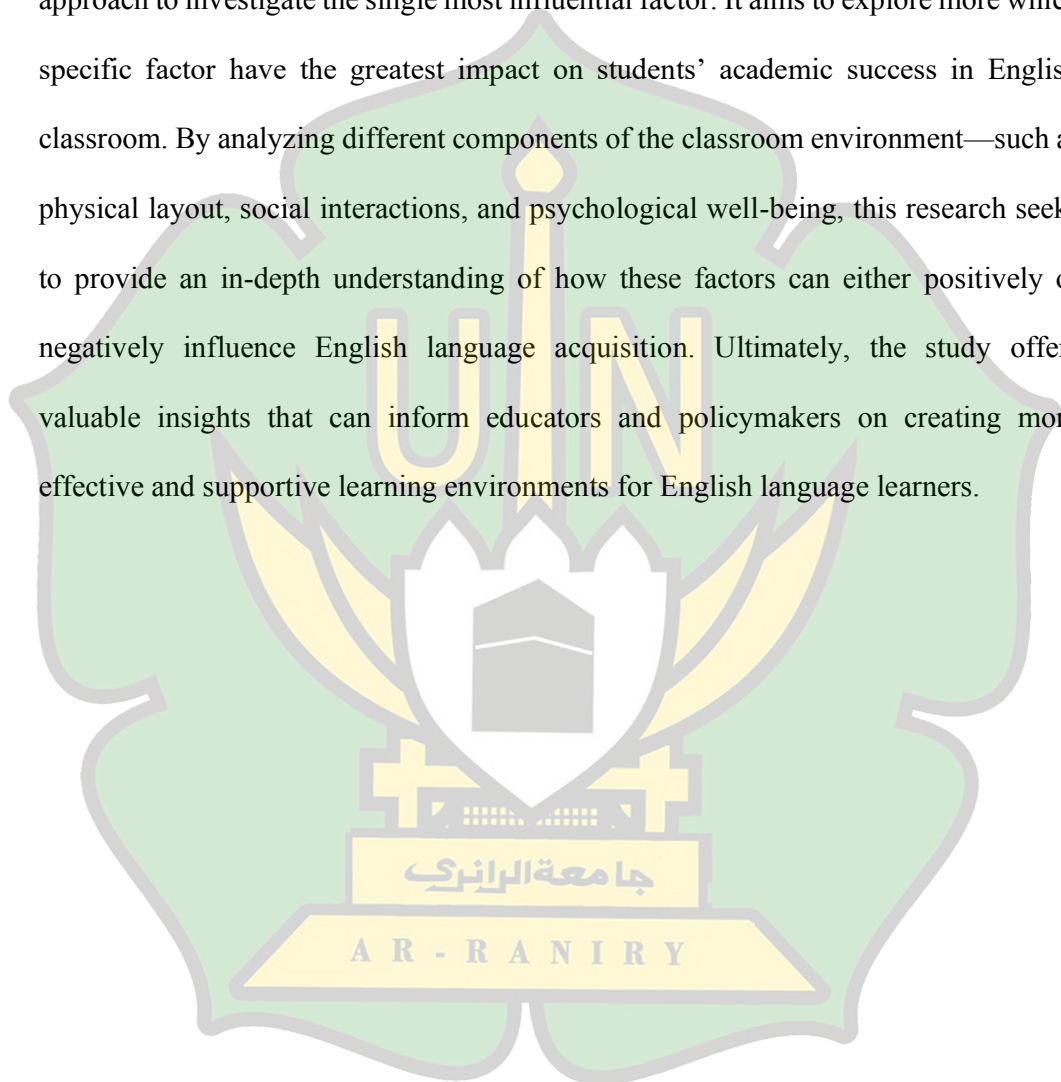
Ambei (2022) with his research "The Influence of Classroom Environment on Students Academic Performance in Secondary Schools within the Bamenda II Municipality, Northwest Region – Cameroon" examined the potential influence of the classroom environment, focused on the class-size of students enrolled in secondary schools within the Northwest Region of Cameroon. The research population is the students attending schools located in Bamenda II, a specific area within the Mezam Division. The study aimed to gain insights into the correlation between the class-size and student academic success within the specific educational context of the Northwest Region. To assess student perceptions of the classroom environment specifically on

class-size, the research employed a cross-sectional survey design. A total of 162 students were sampled across three secondary schools using a combination of simple random and convenience sampling techniques. This study revealed a significant positive correlation between classroom size and student academic performance. Additionally, the research demonstrates that the quality and effective utilization of the classroom environment can further enhance student achievement. Ambei (2022) stated that effective teaching requires not only skilled educators but also access to appropriate learning facilities to complement their teaching methods.

In other research by Matoy (2021), in title “Classroom Environment and Academic Achievement”, that examined 55 students of third year Radiologic Technology students in Cebu Doctor’s University, found that a significant positive correlation between the physical learning environment and their academic performance. As perceived physical environment quality increased, students achievement outcome improved. Also, this study also found that a positive social climate can contribute to a modest improvement in students’ academic achievement. This suggest that fostering respectful relationship among classmates may play a role in enhancing students learning outcomes.

Several previous studies have investigated the broad correlation of the learning environment on students’ outcomes in specific subject. These investigations have delved into how various aspects of the classroom setting correlate with students' academic performance in specific areas of study. Through these studies, researchers have aimed to understand the broader influence of the learning environment on

educational achievement across different subject. While earlier research has examined multiple facets of the classroom environment, this study took a more comprehensive approach to investigate the single most influential factor. It aims to explore more which specific factor have the greatest impact on students' academic success in English classroom. By analyzing different components of the classroom environment—such as physical layout, social interactions, and psychological well-being, this research seeks to provide an in-depth understanding of how these factors can either positively or negatively influence English language acquisition. Ultimately, the study offers valuable insights that can inform educators and policymakers on creating more effective and supportive learning environments for English language learners.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research. According to Cresswell (2012), quantitative research investigates social or human phenomena by testing theory composed of measurable variables. Quantitative research will concern in quantifying variables and analysis them with aim to get a results of the research conducted (Apuke, 2017). Quantitative research will begin with identification of an issue, examine the relevant literature, and quantitative analysis of data (William, 2011).

The researcher used quantitative research to gain data and seek for the information of the targeted school, which in this case is take place in SMP Islam Ummulqura in Bireuen, Aceh, Indonesia about the influence of the classroom environments of that school towards student's achievement on their English subject class.

This study is conduct using a correlation research design. Apuke (2017) defined that correlational study employed to assess the presence and strength of connection between two or more variables within a population (or a sample). A positive correlation signifies a direct relationship between two or more variables. Such that an increase in the value of one variable is associated with a corresponding increase in the value of the other. While, negative correlation signify an inverse relationship between two or more

variables, whereas an increase in the value of one variable is accompanied by a decrease in the value of the other.

B. Population and Sample

To effectively understand the impact of the influence of classroom environment towards students' achievement, it's crucial to define the target population and the specific sample used for analysis. This sub-chapter will define the characteristics of the population under study and the reason behind selecting the specific sample for data collection.

1. Population

Cresswell (2012) defined a population within research as the entirety of subjects possessing a particular characteristic relevant to the investigation that serves as the ideal target for the study. It is a group of people which take place under the study of the research. This study is conducted in Islamic Boarding School in Aceh, SMP Islam Ummulqura Indonesia. It is located in Jl. Banda Aceh Medan, Simpang Paya Meuneng, Peusangan, Bireuen Aceh, which result all of the student of this school being the population of this research.

2. Sample

Cresswell (2012) defined sample as a group chosen to represent the target population. This group is strategically selected to allow researcher to collect data and subsequently generalize findings to the broader population. In this research study, the researcher consider to used purposive sampling as a sampling technique to select the

represent of the population. According to Cresswell (2012), purposive sampling is a strategic sampling technique where researchers select participants with specific characteristics directly relevant to their research questions. This technique is particularly useful when studying a specific group with specific characteristic. In this case, researcher select the 2nd grade students of SMP Islam Ummulqura Indonesia, Bireuen with total amount of 108 students. Furthermore, 108 questionnaire was distributed to the students. However, the perfect and complete questionnaire that can be used is 105 questionnaires.

C. Technique for Data Collection

This research is collect the data using questionnaires and document collection technique as follows:

1. Questionnaire

This research was used questionnaires that was adapted from Junfeng Yang and Ronghuai Huang (2015). They developed a questionnaire, named Classroom Environment Evaluation Scale (CEES), aimed at assessing the classroom environment across three factors: physical, social, and psychological aspects. The questionnaires, comprising 50 items. Since the CEES questionnaires was initially intended for college students, the researcher adapted the original questionnaire by adjusting and reducing few items to better suit students enrolled in junior high school. Questionnaire is intend to assess factual detail related to the respondent and their perspective on a range of topics (Acharya, 2010) related to classroom environment. Researcher also need to

ensures the confidentiality of student responses, promoting honest and accurate data collection.

Sahlqvist, et al (2011) stated that it is crucial that the survey sample accurately reflects the population being studied. Customizing the survey by directly addressing the respondent and providing a concise introduction may enhance the rate of responses by the targeted population (Sahlqvist et al, 2011). The modified questionnaires consisted of two sections. The first section gathered individual information, such as name and class. The second section was the CEES questionnaire, which comprised 26 questions administered to students to gather their input, that distributed into the physical environment aspects consist of 8 items, the social environment aspects consist of 9 items, the psychological environment aspects consist of 9 items. Furthermore, through this instrument their classroom environment can be measured. The questionnaire offered students five response options using a Likert scale format; Very Agree, Agree, Disagree and Very Disagree, with the scale from 1 to 5, as described as follows:

Table 3.2
The Questionnaires Scoring

Scale	Score
Very Agree	5
Agree	4
Partially Agree	3
Disagree	2
Very Disagree	1

2. Documentation

In the context of this investigation, the researcher specifically utilized the document of summative assessment of the students, focusing on their mid-term test scores in the English class. By focusing on these test scores, the researcher aimed to gain insight into the students' understanding and proficiency in English subject, making this data a crucial component for the study's analysis and conclusions. These mid-term test score was gained from their English teacher of the School. These score are employed to discern if classroom environment influenced their learning achievement in English class.

D. Technique of Data Analysis

After distributed the questionnaires to all the participants, the researcher is required to examine the influence of the classroom environment on students' achievement in English class. Aligned with the research methodology employed, the data analysis conducted Multiple Linear Regression analysis using SPSS Software. Regression analysis is statistical method employed to quantify the relationship or influence between a dependent variable and one or more independent variables. This techniques allows for the estimation of the impact of changes in independent variables on the dependent variable (Uyanık & Güler 2013). In this study, the regression model used is multiple linear regression. It is model that utilize multiple independent variables to predict a single dependent variable (Uyanık & Güler 2013). Where the dependent variable of this study is students' achievement and the independent variable of this study is classroom environment which later divide into 3 sub-factors (psychology,

social, and physical). Therefore, the data of the studies will be proceed through the following stages :

1. Display the raw score of the students' achievement variable (Y). Then, breakdown the questionnaire and display a conclusion of the questionnaire of independent variable (X), classroom environment. Which in this study further categorized into 3 sub-factors

- a. X_1 = Psychology
- b. X_2 = Social
- c. X_3 = Physical

2. Conduct a multiple linear regression on the data, the regression equation will incorporate:

$$y = \beta_0 + \beta_1 X_1 + \dots + \beta_n X_n$$

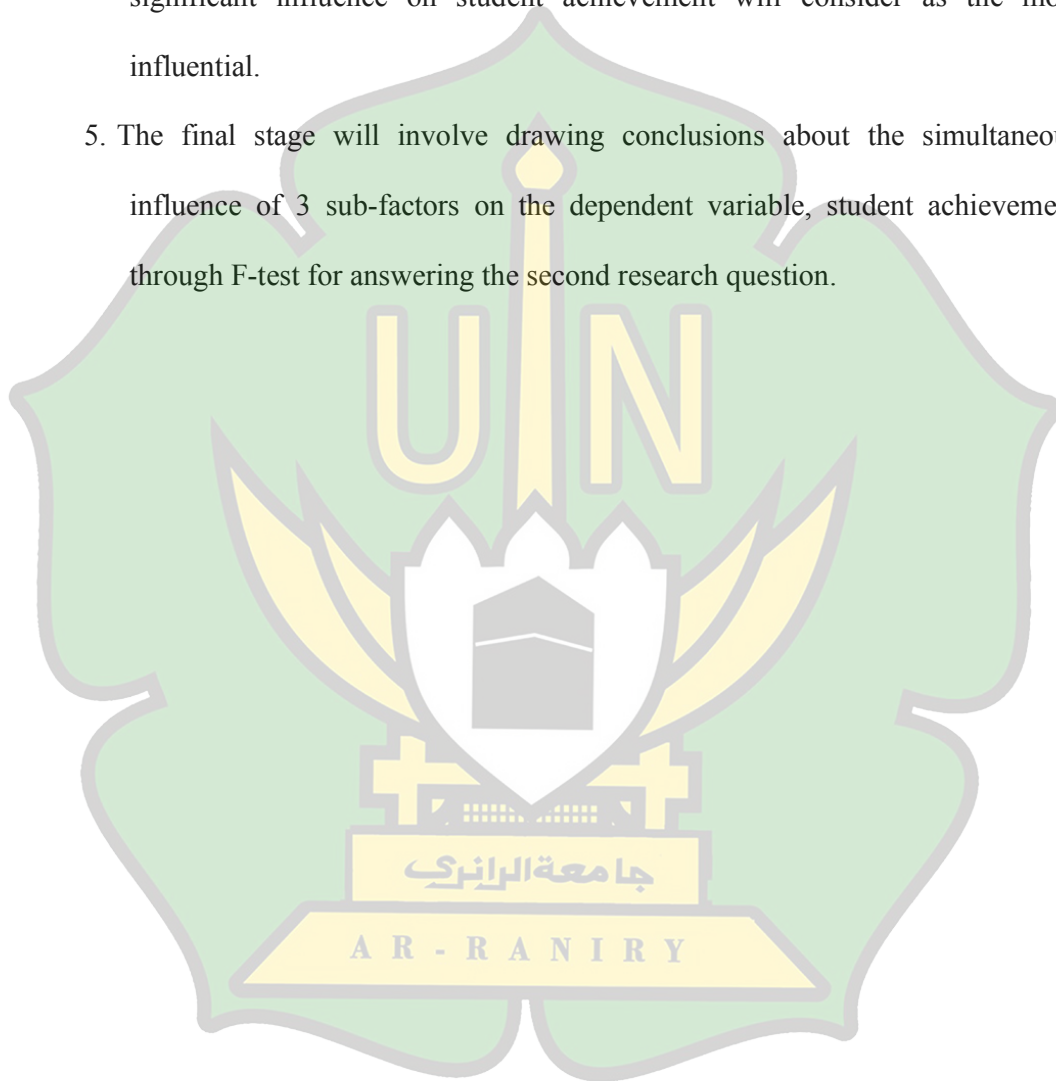
y = dependent variable

X_i = independent variable

β_i = parameter

3. Then, Conducting a T-Test for answering the first research question, to test the hypothesis by interpreting the regression coefficients (β) to determine the magnitude and direction of the influence exerted by each classroom environment sub-factor on student achievement. Additionally, p-values will be examined to assess the statistical significance of these influences.

4. Based on the regression coefficients' significance, the sub-factor within the classroom environment that exerts the strongest and most statistically significant influence on student achievement will consider as the most influential.
5. The final stage will involve drawing conclusions about the simultaneous influence of 3 sub-factors on the dependent variable, student achievement through F-test for answering the second research question.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study investigates the potential influence of classroom environment (X) on students' achievement (Y) among second-grade students. To achieve this, a survey was administered to a sample of 105 students enrolled in SMP Islam Ummulqura Indonesia, Bireuen, Aceh. By analysing the collected data, this research aims to know the influence between these two variables and contribute to a better understanding of classroom environment's impact on students' achievement.

1. The Most Influential Factors in Classroom Environment

This sub-chapter addresses the first research question in investigating the most influential factors in classroom environment. By analysing data from our research, we aim to identify the factors that exert the strongest impact on classroom environment.

a. Students' Achievement

In order to seek out those two research question of this research, the researcher collected data on students' mid-term test score of the 105 students. A detailed score is provided in the table below.

Raw Score Mid-term Test of the Students

85	70	98	98	83	80	80	70	95	89	75	99	80	80	100
100	85	75	80	75	80	95	80	85	75	80	94	90	90	98
83	80	70	70	85	96	85	80	83	75	85	90	80	85	80
80	100	90	70	85	70	85	80	100	100	80	80	80	85	90
85	85	88	75	80	80	80	70	80	85	80	70	97	75	80
80	70	85	70	70	98	70	73	70	75	87	90	82	70	90
70	95	87	87	87	78	85	80	90	95	85	70	80	70	85

Furthermore, A summary descriptive statistics of the relevant score of the students is provided on the table below.

Table 4.1
Descriptive Statistics on Students' Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Achievement	105	75.00	100.00	86.8095	5.24422

The data reveals that there were 105 students. Their total scores amounted to 9115, resulting in an average score of 86.8095 with standard deviation of 5.24422. This information also highlights the range of achievement within the class, with the highest score being 100 and the lowest score being 75.

b. Classroom Environment

Data on student-reported questionnaires on classroom environment were extracted from questionnaire responses is provided below.

Table 4.2
Psychological Environment

Psychological Environment	Mean
I can hear teacher clearly.	4,65
Time to go through the course content is shorter.	4,22
The teacher takes a personal interest in me.	4,26
The teacher considers my feelings.	4,21
I carry out investigations to answer questions coming from discussions.	4,58
I know the goals for this class.	4,81
I pay attention during in this class.	4,63
I try to understand the work in this class.	4,71
I learn from other students in this class.	4,06

Table 4.3
Social Environment

Social Environment	Mean
I can share my learning outcomes with other students.	4,73
The teacher helps me when I have trouble with the work.	4,62
The teacher talks with me.	4,08
I give my opinions during class discussions.	4,06
The teacher asks me questions	4,15
I ask the teacher questions.	4,52
I explain my ideas to other students.	4,41
I cooperate with other students when doing assignment work.	4,25
Other students work with me to achieve class goals	4,28

Table 4.4
Physical Environment

Physical Environment	Mean
I can see projected visuals clearly from my seat.	4,37
The layout in classroom is suitable for my ways of learning.	4,28
I have adequate space for the placement of textbooks, pencil case, dictionary, and other resources.	3,87
Adequate space exist for easy movement.	4,16
The teacher can get on Internet.	3,96
Temperature in classroom is suitable for concentrating on learning.	3,48
No unnecessary noises exist in classroom.	4,25
I don't feel sleepy in classroom because of fresh air in classroom.	4,23

A summary descriptive statistics of the relevant questionnaire is provided on the table below.

Table 4.5
Descriptive Statistics on Classroom Environment

Factor	N	Minimum	Maximum	Mean	Std. Deviation
Psychology	105	35.00	44.00	40.1238	2.01292
Social	105	32.00	45.00	39.0952	2.95324
Physical	105	25.00	37.00	32.5905	2.63371
Valid N (listwise)	105				

Analysis of the classroom environment yields valuable insight. The data display on the table above encompasses 105 students and explore three sub-factors: psychological, social, and physical.

On psychological factors score range from a minimum of 35.00 to a maximum of 44.00, indicating some variation in student experiences. The average scores, however is 40.12 with standard deviation 2.01. Then, on social factors score range from a minimum of 32.00 to a maximum of 45.00, with the average scores, 39,09 with standard deviation 2.95. Lastly, on the physical factor score range from a minimum of 25.00 to a maximum of 37.00. The average scores is 32.59 with standard deviation 2.63

c. Multiple Linear Regression Test

In order to investigate the research question, this study employed a multiple linear regression analysis. This analysis will actually analysed both research question of this study and used to analysed the influence of independent variables, classroom environment which are divided into 3 sub-factors; psychology (X_1), social (X_2), and physical (X_3) towards dependent variable, which is students' achievement. The results of the multiple linear regression analysis are detailed on Table 4.6.

Table 4.6
Multiple Linear Regression Analysis Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.365	5.635		.420	.676
Psychology	.810	.161	.311	5.045	.000
Social	.727	.107	.410	6.829	.000
Physical	.722	.119	.362	6.073	.000

Based on the table 4.3, the regression equation will incorporate as below:

$$y = 2,365 + 0,810 X_1 + 0,727 X_2 + 0,722 X_3$$

From the data displayed on the table 4.3, the table provides a detailed breakdown of various factors, allowing for a comprehensive analysis. Therefore, it can be interpreted that,

1. Firstly, the constant (intercept) value is 2.365, with a standard error of 5.635. However, the significance level (Sig.) for the constant is 0.676.
2. Psychology has an unstandardized coefficient (B) of 0.810. The standard error for this coefficient is 0.161. The standardized coefficient (Beta) for Psychology is 0.311. The t-value is 5.045, and the significance level (Sig.) is 0.000
3. Social has an unstandardized coefficient (B) of 0.727. The standard error for Social is 0.107. The standardized coefficient (Beta) is 0.410. The t-value for Social is 6.829, with a significance level (Sig.) of 0.000.

4. Physical shows an unstandardized coefficient (B) of 0.722. The standard error for Physical is 0.119. The standardized coefficient (Beta) is 0.362. The t-value is 6.073, and the significance level (Sig.) is 0.000

d. T-Test

This study utilized a t-test assess the individual significance of each sub-factors constituting the classroom environment variable (X) on students' achievement. Therefore, the testing criteria from t-test and hypotheses are as follows:

1. If significance value < 0.05 , or $T_{value} > T_{table}$. The value shows that there is significance influence of variable X towards variable Y
2. If significance value > 0.05 , or $T_{value} < T_{table}$, The value shows that there is no significance influence of variable X towards variable Y.

In t-testing, determine the T_{table} is essential to obtain the critical value for comparison. This critical value, derived from the T_{table} , plays an important role in assessing the statistical of the findings and ultimately answering the research hypothesis. The formula to determine T_{table} is as follows :

$$\begin{aligned}
 T_{table} &= t(a/2 ; n-k-1) = t(0,025 ; 105-3-1) \\
 &= t(0,025 ; 101) \\
 &= \mathbf{1,983731}
 \end{aligned}$$

From the calculation results, the T_{table} value used is 1.983731. Thus, here is the results of T-test obtained using SPSS 25.0 are presented in the table below.

Table 4.7
T-Test Result

Model	Standardized Coefficients Beta	t	Sig.
(Constant)		.420	.676
Psychology	.311	5.045	.000
Social	.410	6.829	.000
Physical	.362	6.073	.000

Based on the T-test in table 4.4, it can be concluded that:

1. The T_{value} is 5.045, and the significance level (Sig.) is 0.000, indicating that Psychology is a statistically significant predictor of Achievement. Thus, H_{a1} is accepted and H_{01} is rejected.
2. The T_{value} for Social is 6.829, with a significance level (Sig.) of 0.000, marking it as a highly significant predictor of Achievement. Thus, H_{a2} accepted and H_{02} is rejected.
3. The T_{value} is 6.073, and the significance level (Sig.) is 0.000, confirming Physical as a significant predictor of Achievement. Thus, H_{a3} accepted and H_{03} is rejected.

In multiple linear regression analysis, the regression coefficient with the highest value and statistical significance indicates the variable that exerts the strongest influence on the dependent variable (Y). It can be inferred that the answer

to the first research question of this study suggest that Social factors is the most influential factors with the T_{value} for Social is 6.829.

2. Classroom Environments Influence towards Students' Achievement in English Class

This sub-chapter addresses the second research question in discovering whether classroom environments influences students' achievement in English Class. By analysing data from our research, the researcher aim to identify the simultaneous influence of classroom environment on students' achievement.

a. F- Test

This study utilized a F-test assess significance of classroom environment as independent variable (X) simultaneously influence on students' achievement as dependent variable (Y). Therefore, the testing criteria from F-test and hypotheses are as follows:

1. If significance value < 0.05 , or $F_{value} > F_{table}$. The value shows that there is significance influence of variable X towards variable Y
2. If significance value > 0.05 , or $F_{value} < F_{table}$, The value shows that there is no significance influence of variable X towards variable Y.

In F-testing, it essential to obtain the value of F_{table} , The formula to determine T_{table} is as follows :

$$\begin{aligned} F_{table} &= F(k ; n-k) = F(3 ; 105-3) \\ &= F(3 ; 102) \\ &= 2,69 \end{aligned}$$

From the calculation results, the F_{table} value used is 2.69. Thus, here is the results of F-test obtained using SPSS 25.0 are presented in the table 4.5 below.

Table 4.8
F-Test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2082.050	3	694.017	90.081	.000 ^b
Residual	778.141	101	7.704		
Total	2860.190	104			

a. Dependent Variable: Achievement

b. Predictors: (Constant), Psychology, Social, Physical

Table 4.5 presented the results of the hypothesis test for second research question using F-test. The significance value for the influence of classroom environment (X) towards student' achievement (Y) is $0.000 < 0.05$, and the calculated F_{value} is 90.081. This value is $>$ than the F_{table} of 2.69. Therefore, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

B. Discussion

This section will interpret and analyse the research findings concerning the influence of the classroom environment on the students' achievement. The primary aim of this research is to investigate the most influential factors in the classroom environment and to discover whether classroom environments influences students' achievement in English Class. The study employed the Classroom Environment Evaluation Scale (CEES) for 105 students to measure the independent variable (X)

and collected students' summative test scores, specifically their final test scores, as the dependent variable (Y). The data were processed using multiple linear regression analysis, which provided answer to both research question posed in this study.

Based on the findings, the most influential factor among 3 factor on the classroom environment is social factor with the highest coefficient regression, 6.829. Social factor is included all interactions that occurred between the teacher and the students, as well as those among the students themselves (Picket and Fraser, 2010). Thus, all the interaction between all the people among the class and how the atmosphere created through that dynamics really influenced the learning process in the classroom. This is align with the research by Velayutham and Aldridge (2013) that the quality of interaction, relationships, and overall social dynamics within a classroom environment can exert a significant influence on various aspects of student development and their behavioural engagement with the learning process. Which later, it can be concluded a positive social engagement in the classroom environment will lead to successful academic achievement within the students.

In this research, we can take a look in the table 4.5 that social environment having a minimum score of 35 and a maximum score of 45 indicates that the gap between the minimum and maximum is quite significant. This signifies that each student's experience social environment is very different, which then results in their midterm scores varying as well. This proves that the experience of the social environment will greatly influences their scores.

As we can see in the table 4.3 about the questionnaires result of social environment, it has a very good scores as all of the answer is about 4. It indicates that this class is having a very good social interaction between student-teacher or peer in interaction. A positive and effective classroom management by the teacher, including how the teacher lead the class, the relationship building between teacher-students and engaging lesson plan created by teacher in the whole classroom environment will lead to successful academic achievement within the student since the student will motivated to learn to their full potential. Additionally, Tenenbaum, et al (2019) stated that engaging in peer interaction has been shown to correlate with positive academic achievement. Learning in groups and direct the students to achieve learning goals together in groups through interactive dialogue, can lead to significant improvement in learning outcomes (Tenenbaum, et al, 2019).

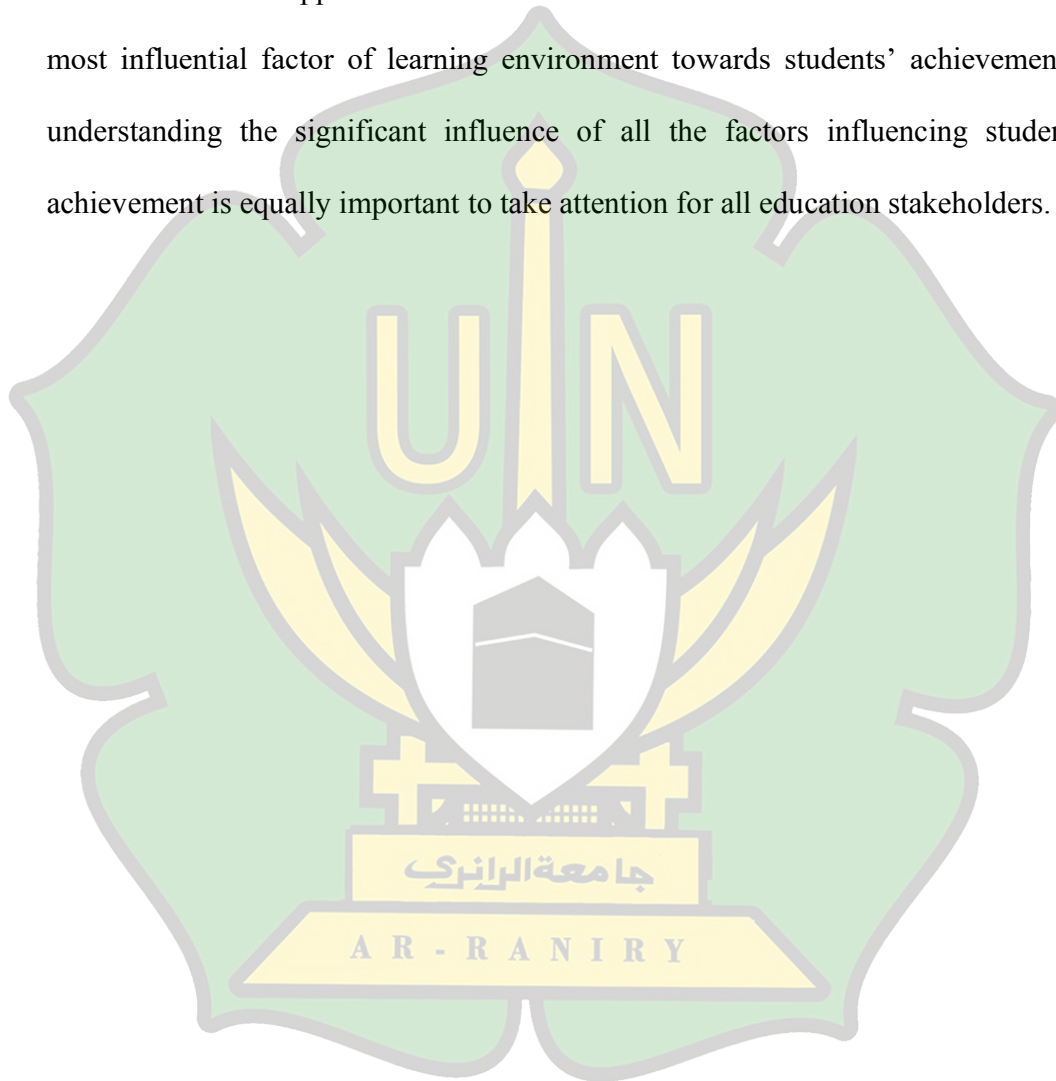
The social classroom environment plays a crucial role in influencing students' academic achievement, particularly in the context of Indonesian culture, as collective society. In Indonesia, social bonds and community interactions are deeply valued, shaping how students engage with their peers and teachers. This collectivist culture fosters a sense of belonging and mutual support within the classroom, enhancing students' motivation and willingness to participate in learning activities. The emphasis on social relationships aligns with the cultural norms of cooperation and interdependence, making the social aspect of the classroom environment a highly influential factor in educational success. Thus, in a collective society like Indonesia, the social dynamics within the classroom can greatly enhance students' learning experiences and outcomes.

This research finds that the classroom environment, as an independent variable (X), has a simultaneous and significant impact on students' achievement, as the dependent variable (Y). This indicates that psychological, social, and physical factors collectively influence students' academic achievement. A study by Ozerem and Akkoyunlu (2015) supported this finding, stated a well-designed learning environment encompasses a various of factors, including classroom management strategies, instructional methods, student motivation, and the physical space itself (including aspects like furniture arrangement, classroom decorations, and even colour schemes) are having a significantly influence on student's overall outcomes in classroom. Questionnaires showed that physical and psychological aspects also have a good impression for students, most of the answer is 4 and its mean they have a good experienced with it. Based on the observation and questionnaire analysis, students experienced a good physical classroom even though the classroom temperature is still a bit annoy the learning process. While in psychological aspect, it showed that this classroom is experienced a very good results.

Although the social factor is regarded as the most significant in influencing students' achievement, it is essential to consider the holistic impact of psychological and physical factors as well. Velayutham and Aldridge (2013) in their research noted that motivated students are more likely to increase their class attendance, engage actively in class activities, seek guidance, ask questions, join study groups, and dedicated more time to their studies. These proactive mindset ultimately leads

to an improvement in their academic performance that caused by positive psychological environment within classroom.

Together, these factors create a comprehensive and conducive learning environment that supports students' academic success. While social factor is the most influential factor of learning environment towards students' achievement, understanding the significant influence of all the factors influencing student achievement is equally important to take attention for all education stakeholders.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After careful analysis of the research findings and the discussion in the previous section, it finally arrive at the following conclusion.

Social factors, which is included all interactions that occurred between the teacher and the students, as well as those among the students themselves have the strongest influence factors among two other factors on influencing dependent variable (Y), students' achievement. Based on the T-test in the table 4.4, psychology factor have T_{value} or regression coefficient 5.045, social 6.829, physical 6.073. The highest regression coefficient and statistical significance indicates the variable that exerts the strongest influence on the dependent variable (Y).

Although the social factor is considered the most significant in affecting students' achievement, physical and psychological factors also play a role in influencing students' academic achievement. The learning environment has a simultaneously influence towards students' achievement in learning English. The F-test results showed this research reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). In other words, the observed effect is statistically significant, likely because the F-statistic is greater than the F_{value} of 2.69. When considered together, these components create an optimal learning environment that fosters academic achievement.

B. Suggestion

1. For teacher

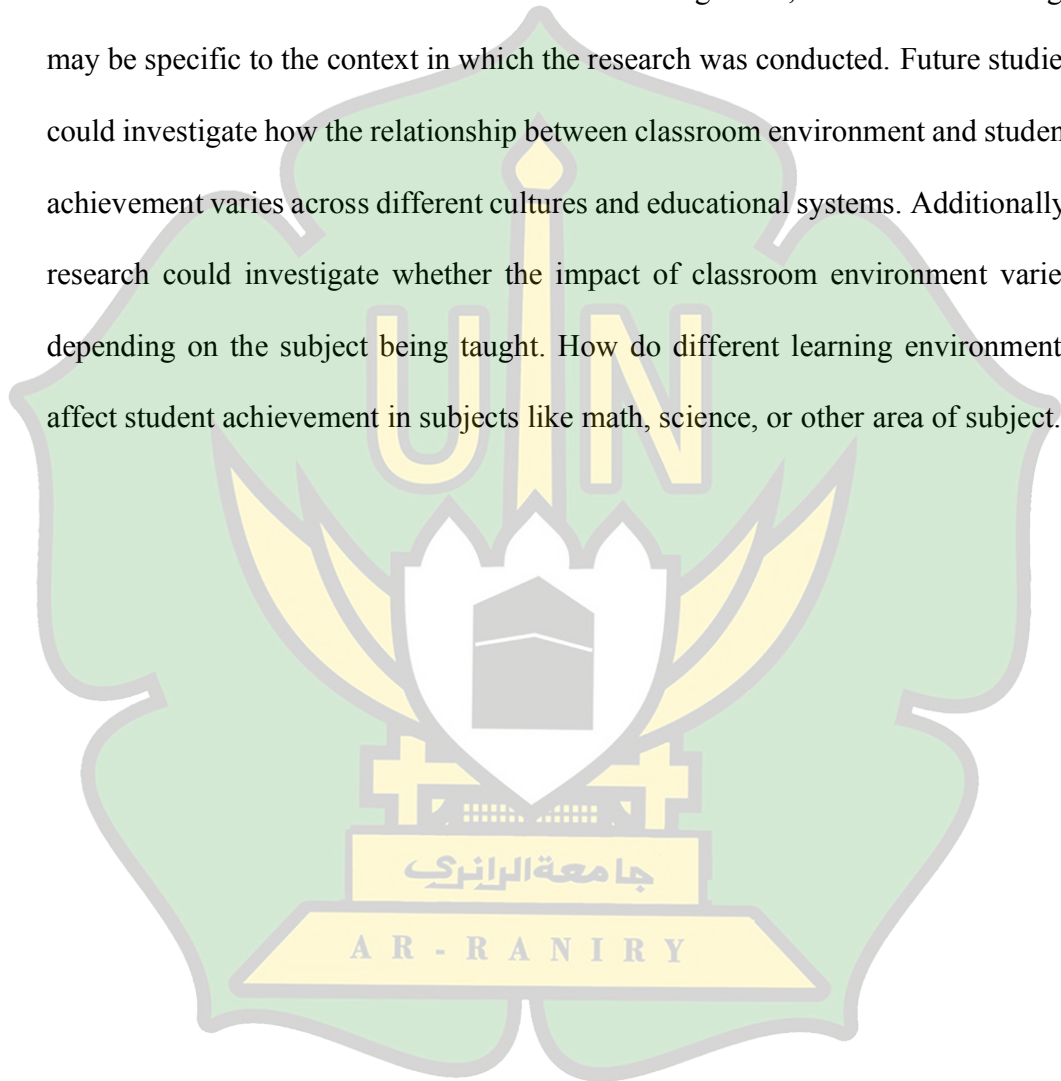
Teacher is expected foster a positive classroom environment by building strong relationship with students and encouraging peer-to-peer interactions. Teachers also expected be attentive to students' mental health and current condition about the students and refer them to counselling services when necessary, since it will providing support and understanding them in the classroom and will resulting the teacher to consider the teaching style and lesson plan used in the classroom. Lastly, design the classroom layout to be engaging and conducive to learning, ensuring good lighting, and minimal distraction while teaching learning process is also important to consider by the teacher.

2. For School

School as educational institutions is hope to provide professional development opportunities for teachers to learn best practices for teaching and managing classroom. Implement comprehensive mental health programs that include counselling services, and mental health related workshops, also Create a supportive school culture that prioritizes students' psychological well-being and improve the used of counselling services for mental health support. Lastly, invest in the physical infrastructure of classrooms to ensure they are well-equipped, comfortable, and conducive to learning. This includes ergonomic furniture, adequate lighting, and proper ventilation.

3. For future researchers

While this research focuses on the psychological, physical and social aspects of the classroom environment, the teacher's role is also crucial. Future studies could explore how teacher behaviours and instructional practices interact with the classroom environment to influence student learning. Also, this research findings may be specific to the context in which the research was conducted. Future studies could investigate how the relationship between classroom environment and student achievement varies across different cultures and educational systems. Additionally, research could investigate whether the impact of classroom environment varies depending on the subject being taught. How do different learning environments affect student achievement in subjects like math, science, or other area of subject.



REFERENCES

- Acharya, B. (2010). Questionnaire design. *Central Department of population studies*, 2-3.
- Aftika, F. A., & Kher, D. F. (2023). Students' Perception of Classroom Physical Environment In Learning English at Smpn 23 Solok Selatan. *Journal of English Language Teaching*, 12(1), 350-360.
- Ambei, M. C. (2022). The influence of classroom environment on students' academic performance in secondary schools within the Bamenda II municipality, north west region – Cameroon. *American Journal of Education and Practice*, 6(2), 43-66. <https://doi.org/10.47672/ajep.1122>
- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(5471), 1-8.
- Arikunto, S. (2017). Prosedur penelitian. *Jakarta: Rhineka Cipta*
- Barreiro, P. L., & Albandoz, J. P. (2001). Population and sample. Sampling techniques. *Management Mathematics for European Schools*, 1(1), 1-18.
- Bastos, J. L., Duquia, R. P., González-Chica, D. A., Mesa, J. M., & Bonamigo, R. R. (2014). Field work I: Selecting the instrument for data collection. *Anais Brasileiros de Dermatologia*, 89, 918-923.
- Bhatt, K. P. (2020). A synopsis on population and sample: Quantitative research. *Research Design and Sampling Strategy*, 1-7.
- Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N. (2014). Designing classrooms to maximize student achievement. *Policy Insights from the Behavioral and Brain Sciences*, 1(1), 4-12.
- Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. *Pearson Education*.

- Daniele B. Byrne, John A. Hattie & Barry J. Fraser (1986). Student perceptions of preferred classroom learning environment. *The Journal of Educational Research*, 80:1, 10-18, DOI: 10.1080/00220671.1986.10885714
- Dart, B., Burnett, P., Boulton-Lewis, G., Campbell, J., Smith, D., & McCrindle, A. (1999). Classroom learning environments and students' approaches to learning. *Learning environments research*, 2, 137-156.
- Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory into practice*, 55(2), 153-159.
- Dorman, J. (2002). Classroom environment research: Progress and possibilities. *Queensland Journal of Educational Research*, 18(2), 112-140.
- Dolin, J., Black, P., Harlen, W., & Tiberghien, A. (2018). Exploring relations between formative and summative assessment. *Transforming assessment: Through an interplay between practice, research and policy*, 53-80.
- Dukmak, S., & Ishtaiwa, F. F. (2015). Factors influencing the academic achievement of students in the preparatory and secondary schools of the United Arab Emirates. *European Journal of Social Sciences*, 46(2), 132-148.
- Ford, A. (2016). Planning classroom design and layout to increase pedagogical options for secondary teachers. *Educational Planning*, 23(1), 25-33.
- Graetz, K. A. (2006). The psychology of learning environments. *Educause Review*, 41(6), 60-75.
- Granito, V. J., & Santana, M. E. (2016). Psychology of learning spaces: Impact on teaching and learning. *Journal of Learning Spaces*, 5(1), 1-8.
- Green, R., Smith, B., & Leech, D. (2004). Improving student achievement using expert learning systems. *Online Submission*.
- Guskey, T. R. (2013). Defining student achievement. *International guide to student achievement*, 3-6.
<https://doi.org/10.1037/edu0000436>
- Jaffe, L. E., Lindell, D., Sullivan, A. M., & Huang, G. C. (2019). Clear skies ahead: optimizing the learning environment for critical thinking from a qualitative analysis of interviews with expert teachers. *Perspectives on medical education*, 8(5), 289-297.

John Dewey's Theory. (n.d.). [structural-learning.com, https://www.structural-learning.com/post/john-deweys-theory](https://www.structural-learning.com/post/john-deweys-theory)

Krashen, S. D. (2003). Explorations in language acquisition and use. Learning? A Meta-Analysis. *Journal of Educational Psychology*. Advance online publication.

Lippman, P. C. (2010). Can the physical environment have an impact on the learning environment?.

Livingstone, S., & Bovill, M. (2013). Children and their changing media environment: A European comparative study. *Routledge*.

Malik, R. H., & Rizvi, A. A. (2018). Effect of Classroom Learning Environment on Students' Academic Achievement in Mathematics at Secondary Level. *Bulletin of Education and research*, 40(2), 207-218.

Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of cardiac anaesthesia*, 22(1), 67-72.

Miller, A. and K. Cunningham, 2003. Classroom environment. *The Gale Group, Inc*.

Munthe, R. S., & Panjaitan, K. (2016). Pengaruh strategi pembelajaran dan motivasi berprestasi terhadap kemampuan membaca teks naratif bahasa inggris siswa smp negeri di Kabupaten Labura. *Jurnal Teknologi Pendidikan (JTP)*, 9(1), 51-63.

Muzenda, A. (2013). Lecturers' competences and students' academic performance. *International Journal of Humanities and Social Science Invention*, 3(1), 6-13.

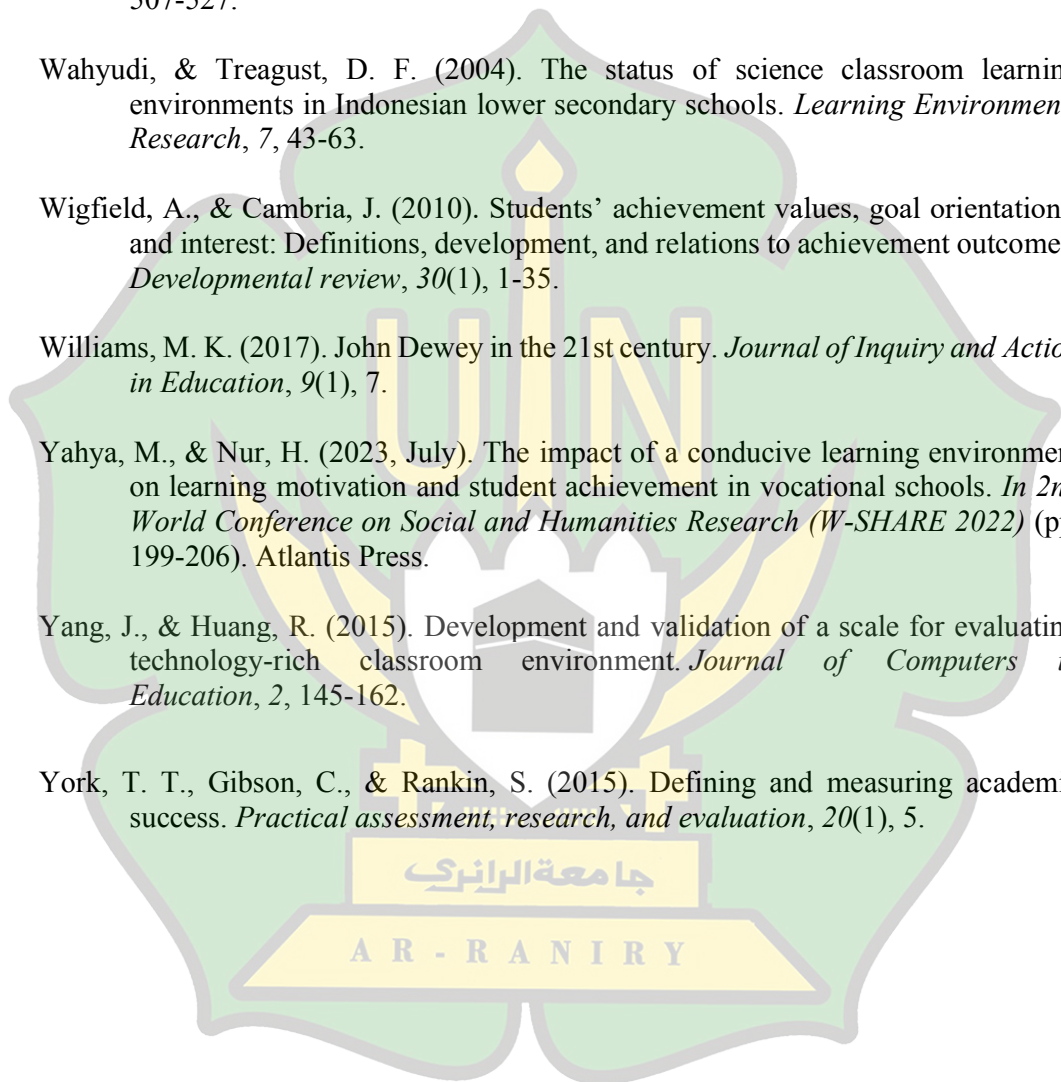
Obaki, S. O. (2017). Impact of classroom environment on children's social behavior. *International Journal of Education and Practice*, 5(1), 1-7.

Obilor, E. I. (2023). Convenience and purposive sampling techniques: Are they the same. *International Journal of Innovative Social & Science Education Research*, 11(1), 1-7.

Ozerem, A., & Akkoyunlu, B. (2015). Learning environments designed according to learning styles and its effects on mathematics achievement. *Eurasian Journal of Educational Research*, (61).

- Pickett, L., & Fraser, B. (2010). Creating and assessing positive classroom learning environments. *Childhood Education*, 86(5), 321-326.
- Priya, V., Srikumar, C., & Philips, J. A. (2016). The role of teachers' behaviour and strategies in managing a classroom environment. *International Journal of Social Science and Humanity*, 6(3), 208-215.
- Ryan, D. P. J. (2001). Bronfenbrenner's ecological systems theory. Retrieved January, 9, 2012.
- Sabri, H. The relationship of Indonesian learning with the environment.
- Sahlqvist, S., Song, Y., Bull, F., Adams, E., Preston, J., Ogilvie, D., & iConnect Consortium. (2011). Effect of questionnaire length, personalisation and reminder type on response rate to a complex postal survey: randomised controlled trial. *BMC medical research methodology*, 11, 1-8.
- Scott, S., & Palincsar, A. (2013). *Sociocultural theory*.
- Setiyadi, A. B. (2020). Teaching English as a foreign language.
- Snowman, J., & Biehler, R. (2003). Psychology applied to teaching (10th ed.). New York: Houghton Mifflin.
- Stratton, S. J. (2021). Population research: convenience sampling strategies. *Prehospital and Disaster Medicine*, 36(4), 373-374.
- Tanner, C. K. (2008). Explaining relationships among student outcomes and the school's physical environment. *Journal of Advanced Academics* 19(3), 444-471.
- Taslim, F., & Hervina, H. (2021). Emotional Quotient And English Learning Achievement (A Correlation study of the third year students of STKIP Yayasan Abdi Pendidikan in 2018/2019 academic year). *Jurnal Edukasi*, 1(2), 71-79.
- Tenenbaum, H., Winstone, N., Avery, R., & Leman, P. J. (2019). How Effective is Peer Interaction in Facilitating
- The Iowa e-Portfolio. 191 folder/ Learning environment. (n.d.). <https://www2.education.uiowa.edu/html/eportfolio/tep/07e190->
- Uyanık, G. K., & Güler, N. (2013). A study on multiple linear regression analysis. *Procedia-Social and Behavioral Sciences*, 106, 234-240.


- Velayutham, S., & Aldridge, J. M. (2013). Influence of psychosocial classroom environment on students' motivation and self-regulation in science learning: A structural equation modeling approach. *Research in Science Education*, 43, 507-527.
- Wahyudi, & Treagust, D. F. (2004). The status of science classroom learning environments in Indonesian lower secondary schools. *Learning Environments Research*, 7, 43-63.
- Wigfield, A., & Cambria, J. (2010). Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes. *Developmental review*, 30(1), 1-35.
- Williams, M. K. (2017). John Dewey in the 21st century. *Journal of Inquiry and Action in Education*, 9(1), 7.
- Yahya, M., & Nur, H. (2023, July). The impact of a conducive learning environment on learning motivation and student achievement in vocational schools. In *2nd World Conference on Social and Humanities Research (W-SHARE 2022)* (pp. 199-206). Atlantis Press.
- Yang, J., & Huang, R. (2015). Development and validation of a scale for evaluating technology-rich classroom environment. *Journal of Computers in Education*, 2, 145-162.
- York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical assessment, research, and evaluation*, 20(1), 5.



APPENDICES

Appendix A

Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1728/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

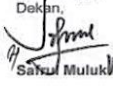
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH


Menimbang	:	<p>a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;</p> <p>b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;</p> <p>c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.</p>
Mengingat	:	<ol style="list-style-type: none"> 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Krnk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
MEMUTUSKAN		
Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	:	Menunjuk Saudara Fithriyah, S.Ag., M.Pd
		Untuk membimbing Skripsi
		Nama : Tina Levia
		NIM : 200203025
		Program Studi : Pendidikan Bahasa Inggris
		Judul Skripsi : The Influence Of Classroom Environment Towards Student's Achievement In Learning English
KEDUA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KEEMPAT	:	Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Tambahan

1. Salinan Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perencanaan Negeri (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Ampo.

Ditetapkan di : Banda Aceh
 Pada tanggal : 31 Januari 2024
 Dekan,


Sahul Muluk



Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-3253/Un.08/FTK.1/TL.00/4/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala SMP Islam Ummulqura Indonesia Kabupaten Bireuen

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : TINA LEVIA / 200203025
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Kec. Kota Juang, Kab. Bireuen

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Influence of Classroom Environment Towards Students' Achievement in Learning English***

Banda Aceh, 25 April 2024
An, Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan




A R - R A N I R Y

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 31 Mei 2024

Appendix C

Confirmation letter from SMP Islam Ummulqura Indonesia, Bireuen



YAYASAN PESANTREN MODERN UMMULQURA INDONESIA
SMP ISLAM UMMULQURA INDONESIA
 (Ummulqura Indonesia Islamic Junior High School)
 Izin Operasional Sekolah Nomor: 343 Tahun 2018

Office: Komplek Pesantren Modern Ummulqura, Jl. Raya Lintas Sumatera (Banda Aceh - Medan), Paya Mauneng Kecamatan Peusangan Kabupaten Bireuen Prov. Aceh (2

SURAT KETERANGAN
 Nomor: 078/SMP-UI/V/2024

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Kepala SMP Islam Ummulqura Indonesia Kabupaten Bireuen Provinsi Aceh menerangkan bahwa:


Nama : Tina Levia
 NIM : 200203025
 Fakultas/Jurusan : Tarbiyah & Keguruan/ Pendidikan Bahasa Inggris
 Instansi : UIN Ar-Raniry Banda Aceh

Telah selesai melakukan penelitian dan pengambilan data penelitian di SMP Islam Ummulqura Indonesia Kabupaten Bireuen Provinsi Aceh, terhitung mulai tanggal 29 April s/d 30 April 2024 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul: *The Influence of Classroom Environment Towards Students' Achievement in Learning English.*


Demikianlah surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Wassalamu'alaikum Wr. Wb.

Bireuen, 01 Mei 2024
 SMP Islam Ummulqura Indonesia
 Kepala,



Muhibuddin, S.Pd.I



Appendix D

Classroom Environment Evaluation Scale (CEES) Questionnaire

**Classroom Environment Evaluation Scale (CEES)
Questionnaire**

Name :
NIS :
Date :

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

1. Very Agree
2. Agree
3. Partially Agree
4. Disagree
5. Very Disagree

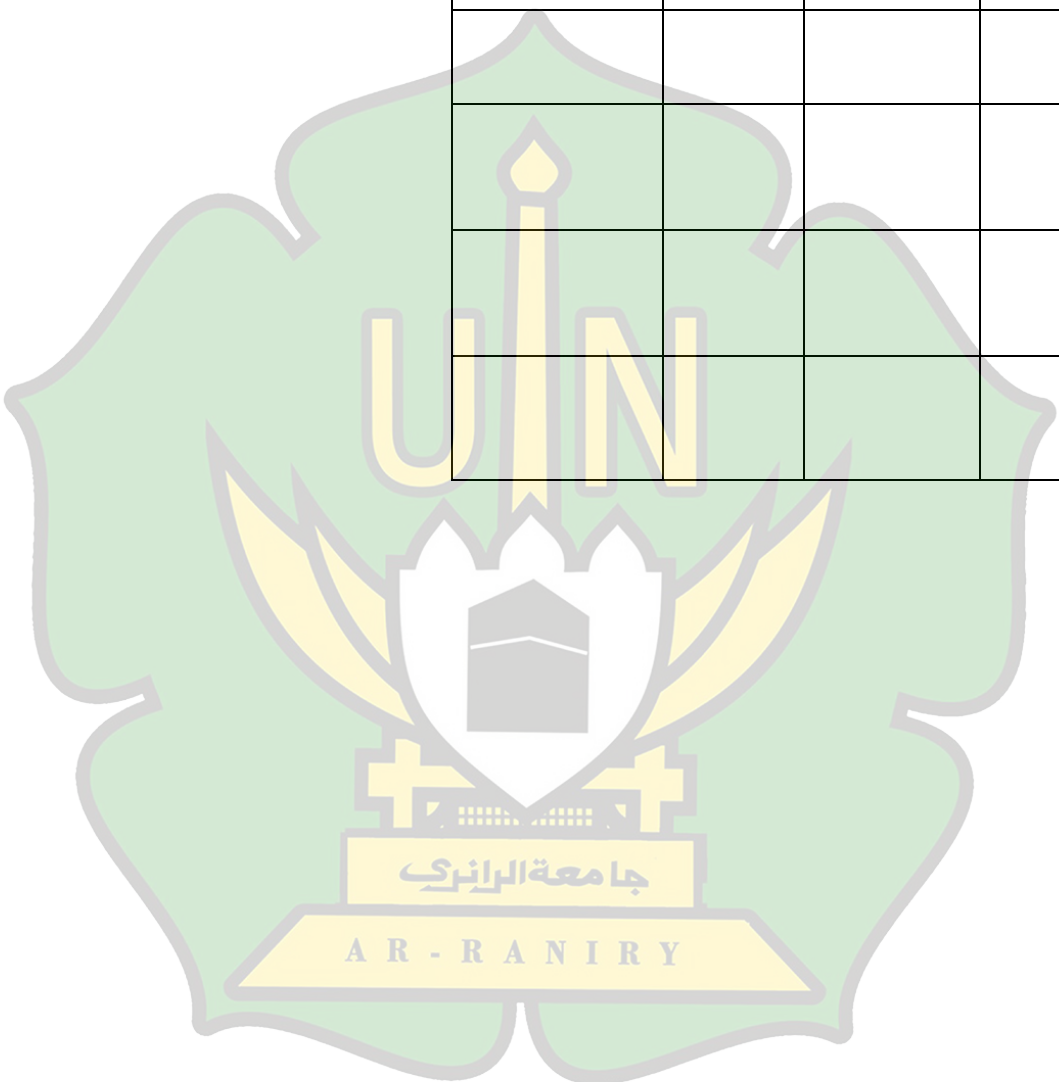
No	Psychological Environment	Very Agree	Agree	Partially Agree	Disagree	Very Disagree
1	I can hear teacher clearly.					
2	Time to go through the course					

	content is shorter.					
3	The teacher takes a personal interest in me.					
4	The teacher considers my feelings.					
	I carry out investigations to answer questions coming from discussions.					
5	I know the goals for this class.					
6	I pay attention during in this class.					
7	I try to understand the work in this class.					
8	I learn from other students in this class.					
9						

No	Social Environment	Very Agree	Agree	Partially Agree	Disagree	Very Disagree
10	I can share my learning outcomes with other students.					
11	The teacher helps me when I have trouble with the work.					
12	The teacher talks with me.					
13	I give my opinions during class discussions.					
14	The teacher asks me questions					
15	I ask the teacher questions.					
16	I explain my ideas to other students.					
17	I cooperate with other students when doing					

	assignment work.					
18	Other students work with me to achieve class goals					
No	Physical Environment	Very Agree	Agree	Partially Agree	Disagree	Very Disagree
19	I can see projected visuals clearly from my seat.					
20	The layout in classroom is suitable for my ways of learning.					
21	I have adequate space for the placement of textbooks, pencil case, dictionary, and other resources.					
22	Adequate space exist for easy movement.					

23	The teacher can get on Internet.					
24	Temperature in classroom is suitable for concentrating on learning.					
25	No unnecessary noises exist in classroom.					
26	I don't feel sleepy in classroom because of fresh air in classroom.					



AUTOBIOGRAPHY

Name : Tina Levia
Place/Date of Birth : Cot Puuk/ January 16th, 2002
Nationality/Ethnic : Indonesia
Religion : Islam
Sex : Female
Marital Status : Single
Occupation : Student
Address : Geulanggang Gampong, Kota Juang, Bireuen
E-mail : 200203025@student.ar-raniry.ac.id

Educational Background

1. Elementary School : SD Sukma Bangsa Bireuen
2. Junior High School : SMP Sukma Bangsa Bireuen
3. Senior High School : SMA Sukma Bangsa Bireuen
4. University : English Education Department, UIN Ar-Raniry

Parents' Bio

Father's Name : Prof. Dr. Saifullah, S.Ag., M.Pd.
Mother's Name : Fauzah, S.KM
Address : Curreh Barat, Geulanggang Gampong, Kota Juang, Bireuen

