# ABSTRACT

**MARLINAWATI,** 2016, " *Relationship Between Classroom Climate and Students' English Achievement (Correlation Study to the Tenth Grade of SMA N 1 Jenangan In Academic Year 2015/2016)".***Thesis**. English Education of state islamic college (STAIN) Ponorogo. Advisor  Dr. Harjali, M.Pd

**Keywords : Classroom Climate, Students' English achievement**

Classroom climate is a comprehensive structure made up of the culture, physical plant, organizational structure, social relationship and individual behavior. Culture learning in the classroom can help students turn such as an experience. There are two aspects of classroom climate involves physical and social aspects. Both of physical and social aspects have which it affects the students' achievement.

The problem statements of this research is as follow: is there a relationship between classroom climate and students' English achievement at tenth grade of SMA N 1 Jenangan in academic year 2015/2016? The purpose of this research to investigate whether there is a relationship between classroom climate and students' English achievement at tenth grade of SMA N 1 Jenangan Ponorogo.

This research applied quantitative approach and used the correlation design. This study carried at tenth grade of SMA N 1 Jenangan Ponorogo in April 2016.Researcher using Cochran formula to take the sample thus researcher assigned four class, there are $X^1$ involved 18 students, $X^2$ involved 17 students, $X^3$ involved 17 students and $X^4$ involved 18 students. Thus the total sample is 70. The procedure of data collection were questionnaire and documentation. To analyst it, used Karl Pearson Product Moment Formula to know whether there was a relationship between classroom climate and students' English achievement.

The result of this research showed that the coefficient correlation product moment between classroom climate and students' English achievement is 1,389 with 70 total number of cases it shows positive result correlation. From the calculation above, it value of $r_{xy}$ table with th degrees of freedom (df/db) = N – 2 = 70 – 2 = 72 and the significant 5% = 0,232. In short, $r_{xy} \geq$ r table, 5% 1,389 ≥ 0,232.

So from compution above it can be concluded that there is a relationship between classroom climate and studenta' English achievement at tenth grade of SMAN 1 Jenangan Ponorogo. It is become important for the teachers more attention the classroom condition in order to students' feel comfort during learning process. So that the students' English achievement are high.

# CHAPTER I

# INTRODUCTION

## A. Background of Study

English holds as an international language, because is used by more a half of populationin this world. Moreover, English is a tool of communication among peoples in the world to get trade, socio cultural, science, and technology goals. Besides it, English competence is important in career development. Therefore students need to understand anduse English to improve students' confidence to face global competition.

In English learning process, teacher must be attention the students' understand about that materials, because it can influences the students' English achievement. In a classroom, achievement as a measurement of students' gets during learning process. According to Hornby that achievement is a thing done successfully, especially with an effort and skill.[1] Thus, students must be efforts maximally during learning process in order to get the good achievement.

At the truth, there are two factors which affect the students' achievement. According to Dalyono said that internal factors which influence the students achievement includes healthy, intelligent, skill, ability, motivation and manner of learn, while external factors involves family, school, society and surrounding.[2] But, MuhibbinSyah defined that students 'achievement was influenced by three factors, the first is internal factors includes physical and spiritual conditions, second is external factors involves students' surrounding conditions, and the last factors is approach to

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[1]DwiGitawaty, (Thesis) *The Correlation Between the Students' Learniing Motivation a*nd Their Achievement in English, (Jakarta : UIN SyarifHidayatullah Jakarta, 2010), 18

[2]Euis, Donny, ManajemenKelas ( Classroom Management) Guru Profesional yang Inspiratif, Kreatif, Menyenangkan, danBerprestasi, (Bandung: Alfabeta, 2013), 156

learning.[3] But, in this study researcher take Dalyono's theories because it more details than Muhibbinsyah's theories.

Surroundings are determinant affect the students' English achievement. One of includes the surrounding is classroom climate. According to Tagiuri and Litwindefined that classroom climate as the milieu, atmosphere, culture, feel, tone or the internal quality of an organization.[4] It supported by Silver that classroom climate is the tone, ambience or atmosphere of an organization, the sense that a place has a quality uniquely.[5] Therefore, classroom climate as the aspects condition which students' feel during learning process. If students feel comfort and enjoy in a classroom it will easier the students to get the materials.

Actually, classroom climate does not only as the physical condition but also the social condition. It was evidence by Hinkle,Wiersma, and Jurs that classroom climate is the perceived atmosphere, both positive and negative resulting from the physical and social environment.[6] It supported by Gamage, Roger and Burn's theory that classroom climate is teacher - student interaction during a lesson involves a consistent flow of information concerning their perceptions, expectations, attitudes and feelings about each other and the learning activities at hand.[7]Thus, teacher must be attention the relation in the classroom, in order to students feel safety to learn.

That explanation above more valid because in fact there are two aspects of classroom climate includes physical environment and social environment.[8] That theory supported by Kowalski and Reitzug as cited in Dietrich and Bailey defined classroom

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[3]Ibid, 156

[4]Ekpo Koko, et, al "Etall". (Journal Vol. 3 (4), July, 2009).*Classroom Climate and Students' Academic Achievement in Social Studies in Cross River Nigeria*), 145

[5]Ibid, 415

[6]JanBannett,(Dissertation) The Relationship Between Classroom Climate and Student Achievement. (USA :University of North Texas, 2001), 9

[7]Ibid,413

[8]Raul Herminia, Classroom Climate and Academic Performance of education Students, (Shoutern Iloilo Polytevhnique College – WVCST Miagao Campus, 2014), 2

climate is a comprehensive structure made up of culture, physical plant, organizational structure, social relationships and individual behaviors.[9] Physical environment refers to the arrangement of students' seat, fixtures and pieces of furniture, lighting, ventilation and classroom temperatures. But, social environmentsare students - students and teacher - student interaction. Both of physical and social environment have relationship which it affects the students' achievement. Although the classroom condition was neat, clean, interesting and comfort, but the students' still noisy during learning process, it caused students' do not get the materials maximally. The other way, if students have good relationship with other but the classroom condition does not interesting, warm, and dark, it caused the students do not concentration to learn.

From explanation above, can conclude that classroom climate has relationship with students' English achievement. According toDaft explains that classroom climate requires some positive changes to facilitate learning and achievement.[10] Besides it, Robinson – Stuart, Nonsonsaid that culture learning in the classroom can help students turn such an experience.[11] According to both of Daft and Robinson that students' experiences and achievement was got in a classroom and both of classroom climate and achievement have relation another.

Based on the observation in the tenth grades of SMA N 1 Jenangan, especially in Xwas found that students' English achievement are low it caused the classroom climate does not conducive. Therefore, students' feel lazy to learn. Moreover, there are students' often chat with other friends, sleepy, bored, passive and do not focus when teacher

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[9]JanBannett,(Dissertations) The Relationship Between Classroom Climate and Student Achievement. (USA :University of North Texas, 2001), 5

[10]Ekpo Koko, et, al "Etall". (Journal Vol. 3 (4), July, 2009).*Classroom Climate and Students' Academic Achievement in Social Studies in Cross River Nigeria*), 417

[11] Douglas Brown, The Principle Language Learning and Teaching, (San Francisco University, 2000), 189

explain the materials. Even, a half of studentsgoes out from classroom and went to canteen during learning process. More serious condition after pray dhuhur, almost all of students passive and do not responds about materials which teacher extends.  At the truth, it caused the classroom less lighting, the temperatures is warm, students' seat do not arrange well. Then, in the wall less picture or posters which it can support the studentsto learn.

That classroom condition affect the students' English achievement. It can evidenced on the result of English examination only 40% students who get the score fulfill the KKM. That condition due to the internal factors involves tallent, intelligent, interest, healthy and motivation affecting students' English achievement, so that students be able to capture the material maximally eventhough the classroom condition does not conducive. It is supported by Amstrong that motivation is concerned with the strenght and direction of behavior and factors that influence the people to behave in certain ways.[12] Therefore, some students have high of interest and motivation so that the achievement are high also.

The other way that 60% of studentsdo not fulfill the KKM. It condition caused physical aspects of classroom climate includes temperature, ventilation and anothers influenced the students' achievement. It is supported by Eartman rates temperature, heating and air quality as the most important individual element for students' achievement.[13] While social aspects also influenced the students' achievement. It evidenced that students' like and trust teacher who believe in them and believe they can

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[12]Euis, Donny, 2014, Manajemen Kelas (Classroom Management) Guru Profesional yang Inspiratif, Kreatif, Menyenangkan, dan Berprestasi, (Bandung : Alfabeta), p.166

[13]ZoltanDornyei, Murpheytim, Group Dynamics in the Language Classroom. (UK : Cambridge University Press, 2003), p. 16

be successful both of academically and socially.[14] Therefore, both of physical and social aspects of classroom climate affecting students' achievement.

Therefore, classroom climate must be created by students and teachers in order to students feel comfort and enjoy during learning process. The ideal of classroom climate as follows the students' seats arrangement are neat and it changes once in a month, the air circulations are fast, the themperature is so fresh, and enough lighting. Then, the posters or wall pictures can changes once in a week, in order to students do not bored look the same pictures everytime. Certainly, students will spirit to learn although noon after pray dhuhur.

Besides it, Classroom climate give dominant affects students' interest to learn. Certainly, learning process was supported by conducives classroom climate. If students feel enjoy and comfort to learn, the achievement also high automatically.

Researcher does the research in SMA N 1 Jenangan, especially in class $X^4$. Because that classroom condition in there different with others class. It is makes researcher interest to do the research in there. Researcher believes that any correlation between classroom climate and students' English achievement. To support this assumption researcher try to test "**Relationship Between Classroom Climate And Students' English Achievement ( The Correlation Study to the Tenth Grade of SMA N 1 Jenangan in Academic Year 2015/2016)**

B. **Limitation of Study**

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[14]Fisher. Mcload dkk. 2013. Key Elements of Classroom Management. (Alexandria: ASCD) p. 67

Limitations of the problems are important roles in research. Because it is be able to avoid the misunderstanding. Therefore in this research, researcher limits the problems as follows;

1) Classroom climate during English learning process, it includes;

   a) Physical aspects involve students' seats arrangement, classroom decoration, classroom temperatures, classroom ventilation and classroom lighting.

   b) Social aspects involve students – teacher and students – students' interactions.

2) Students' English achievement at tenth grade of SMA N 1 Jenangan.

## C. Statement of the Problem

Based on limitations of problems the statement of research problem as follow;

- Is there a relationship between classroom climate and students' English achievement in tenth grade of SMA N 1 Jenangan at academic year 2015/2016?

## D. Objective of the Study

- To investigate relationship between classroom climate and students' English achievement in tenth grade of SMA N 1 Jenangan at academic year 2015/2016

## E. Significance of the Study

1) Teoretically significance

   Teoretical significance in this research is explore the definition of classroom climate, physical aspects of classroom climate, social aspects of classroom climate and dimension of classroom climate. Besides it, the teoretical significance of this research is explore what the students' English achievement, factors that nfluences of

students' English achievement, and relationship between classroom climate and students' English achievement.

2) Practically significance

The result of this research is expected to be beneficial for:

a. Teacher

Teacher will improve attention the classroom climate conditions. For examples, teachers arrangements the desks variously, organize the air circulation in the classroom in order to temperature fresh when learning process, attention the lighting of classroom climate thus students easy to read in classroom, and arrange the classroom decoration more interest. Besides it, second attention is social environment includes student – teacher and students – students' interaction. All of them purposes students feel comfort and enjoy during learning process, and students achievement better than before.

b. Students

Students can improve the good relationship betweeen students' selves with friends and teacher in order to learning process do succesfully, particularly students of the tenth grade of SMA N 1 Jenangan in academic year 2015/2016.

c. Reader

This study is expected to give a conribution to readers, specially the students of English department of STAIN Ponorogo in enriching references concerned with the relationship betweeen classroom climate and students' English achievement. This research will help students of English department of STAIN Ponorogo to comprehending the material about classroom climate and students' English achievement.

## F. Organization of the Study

The researcher writes the thesis in to five chapters. These chapters reklated one to another. It has purposed that to organize te thesis will easily. The organizations of the thesis are:

Chapter I
: I. Background of the Study

II. Limitation the Study

III. Statement of the Problem

IV. Objectives of the Study

V. Significance of the Study

VI. Organization of the Study

Chapter II
: I. Teoretical Background

II. Teoretical Framework

III. Hyphotesis

Chapter III
: I. Research Design

II. Population and Sample

III. Insrument of Data Collection

IV. Technique of Data Collection

V. Technique of Data Analysis

Chapter IV
: I. Data Description

II. Data Analysis

III. Discussion

Chapter V
: I. Conclusion

II. Recomemendation

# CHAPTER II

# THEORETICAL FRAMEWORK

## I. Theoretical Background

### 1. Classroom Climate

#### a. Definition of Classroom climate

Classroom was conceived as a social system with characteristic institutions, roles, and expectations for behavior. Moreover, The classroom as a social system was related to the school as a social system, which in turn was related to the community as a social system, and so on.[15] Thus, classroom haveimportant role in learning process because it as a social system which help the school to success the goverments' curriculum.

Classroom as a school facilities in there any tools for learning process, likes desks, chairs, boards, cupboards, take attendance, erasers, ruler, LCD projector, and others. Moreover, classroom must be has the doors, windows, ventilations, walls, and others.[16] Thus, a room was said of classroom if it was fulfil these facilities.

Classroom can also defined as the room in or out building which it used to learning process. Besides it, classroom is a room which has purpose as the facilities for students during learning process. According to Loisell there are classroom principles, as follows; a) Visibility, b) Accessibility, c) Flexibility, d)

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[15]Jan Bannet,. 2001. (Dissertasion) The Relationship Between Classroom Climate and Student Achievement. (USA :University of North Texas). p. 3

[16]NovanArdy, 2013, ManajemenKelas: Teori dan AplikasiuntukMenciptakanKelas yang Kondusif, ( Jogjakarta: AR-RUZZ MEDIA), p. 128

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Comfortable, and e) Beauty.[17] Thus, five principles above give important role to establish the effective climate during learning process.

Besides that, not only the principleof classroom which it was must be attention but also the classroom medium. Thus, classroom innovation medium give major role to create the effective climate. According to Indonesian law UU.Sisdiknas No. 20 year 2003 and PP. Nomor 19 year 2005 about National Standart of Education thatsetiapsatuanpendidikanwajibmemilikisarana yang meliputiperabot, peralatanpendidikan, media pendidikan, bukudansumberbelajarlainnya,bahanhabispakai, sertaperlengkapan lain yang diperlukanuntukmenunjang proses pembelajaran.[18]

All of tools in a classroom it has affects to the classroom climate and students' achievement. If classroom does not organize well, thus the students' mood also chaotic.Certainly students do not concentration to learn. The other way, if the classroom clean, fresh, and it was organized well, certainly it make students' feel comfort, happy and enjoy in that classroom eventhough in learning process. Thus, classroom organized affects the classroom climate.

But, climate as conditions, stimulate, feel, tone, and environment. Moreover, Hoy and Misskel said that climate like as a peoples' characters. Each classroom has difference characters although it was built by same materials.[19]Besides it, climate can called the atmosphere. That atmosphere in a classroom is like any 'weather ssystems subject to change and the effective

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[17]Euis, Donny, 2014, ManajemenKelas (Classroom Management)Guru Profesional yang Inspiratif, Kreatif, MenyenangkandanBerprestasi, (Bandung : Alfabeta), p 47-50

[18]Ibid, p. 58-59

[19]Tarmidhi.2006. IklimKelasdanPrestasiBelajar (Journal).Medan: Universitas Sumatera Utara. p.2

teacher is skilled and spotting up into a major depression.[20]Thus, climate is conditions in classroom which it affects the students' feel.

From explanation above was understood that classroom climate are atmosphere, ecological, ambience and milieu in classroom during learning process. It supported by Hodgetts and Altman define classroom climate as "a set of properties of the work environment perceived by individual who work there and which serve as a major force in influencing their job behavior".[21] Classroom climate sometimes is referrred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu.[22] Thus, classroom climate is the condition involve atmosphere, milieuduring learning process.

But, any other opinion about classroom climate Gammage, Roger and Burns said that classroom climate is teacher - student interaction during a lesson involves aconsistent flow of information concerning their perceptions, expectations, attitudes and feelings about each other and the learning activities at hand[23]. Supported by Chamberline that as a subtle spirit that exists in a school, both in the minds of the teachers and students and in every act, which may never be exactly described or analyzed, but which an experienced observer recognizes when enters a school.[24] Thus, classroom climate not only conditions in a classroom but also the relationship between teachers – students and students – students during learning process.

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[20]Collin, Robert Laslett, 1993, Effective Classroom Management, (Rouledge: London), p. 9

[21]Koko ,Ekpo, dkk. (journal Vol. 3 (4), July, 2009).*Classroom Climate and Students' Academic Achievement in  Social Studies in Cross River Nigeria*, p. 414

[22]Taylor Adelman. Journal.Classroom climate. Thousand Oaks, CA: Sage

[23]Jan Bannett. 2001. (Dissertasion) The Relationship Between Classroom Climate and Student Achievement. USA :University of North Texas. p.  4 - 5

[24]Koko ,Ekpo, dkk. (journal Vol. 3 (4), July, 2009).*Classroom Climate and Students' Academic Achievement in  Social Studies in Cross River Nigeria* p. 414

Kowalski and Reitzug took a more specific approach in the definition of climate. They defined climate as "a comprehensive structure made up of culture, physical plant, organizational structure, social relationships, and individual behaviors".[25] Tony Wright added, classroom climate could cover some or all of the following; quality of relationships, goal orientation (including competitions), System maintenance and change (including order, rule clarity), satisfaction/ friction/ competitiveness/ difficulty and cohesiveness (aspect of classroom environment after Fraser 1988, in William and Burden)[26]

The focus of this factor is on the participants' experience of classroom life. Pollard and Tann also refer to Fraser's model. Pollard and Tann emphasize the role of good teacher- students and students- students' relationship in the creation of a good classroom climate.[27] Besides it, physical aspects also influence the good classroom climate.

b. **Physical Aspects**

1) Students' seats arrangement

In a classroom students' seat arrangement are important because it help the teacher to learn easier. Thus, a seating plan showing who sits where quickly enables teachers to learn and use individuals names, so although later regrouping will be desirable, it is very useful for at the least the first few lessons if a fixed pattern is set and maintained.[28]Teachers are limited as how much can change and adjust the classroom, usually free to change the environment significantly through arranging the furniture.

[25]JanBannett. 2001. (Dissertasion) The Relationship Between Classroom Climate and Student Achievement. (USA :University of North Texas), p. 6

[26]Tony Wright. 2005. Classroom Management in Language Education.(United States : Palgrave Millan), p. 151

[27]Ibid. p. 151

[28]Collin, Robert Laslett, 1993, Effective Classroom Management, (Rouledge: London), p. 9

Ironically, in each school from Kindergarten, Elementary school even university seat arrangement doesn't attention by teacher or lecturer. While, changes the students' seat arrangement give many kinds of advantages, there are: a) Avoid to students feel bored during learning process, b) Keep the students' focus to learn, c) Increase the students' concentration, d) Teacher and students be able to move easier during learning process.[29] Thus, from explanation above can conclude that students' seat arrangement very important during learning process.

Students' seat arrangement not only give the advantages for students but also it has several purposes, as follows; accessibility which it make students easier to take the facilities or tools of learning, mobility which it make students and teacher move easier, build the relationship between teacher and students even students and students, students can learn pair work or group work.[30] If that purposes was fulfill certainly it can increase the students' English achievement.

Besides it, there are also six rules which it must attention by teacher before changes the students' seat arrangement variously, there are; size and form of classroom, form and measure of students' desks, total of class group, total of students in each class group, totalof students in a classroom, composition of students each group.[31] Thus, teacher can adapt the model of seats arrangement, so classroom climate can create conductively.

[29]NovanArdy 2013, ManajemenKelas : TeoridanAplikasiUntukMenciptakanKelas Yang Kondusif, (Jogjakarta: AR –RUZZ MEDIA), p.132

[30]Ibid, p. 132-133

[31]Ibid, p. 133

According to ZoltanDornyei and Tim Murphey, there are kinds of students' seats arrangement: [32]

a) Traditional teacher- fronted seating structured

The most traditional spatial arrangement involves columns and rows of desks and chairs with the students facing the teachers. It is appropriate if communication is planned only between leader and one the group members. For example, at formal presentations. It very effective if the goal is to amke sure that students pay attention to he presenter or perform independent seat work without disruption. But, there are two main disadvantages of this spatial structure; (1) it creates inaquality among students, (2) the teacher fronted arrangement is extremely controling, emphasising only teacher student visual contact and thus helping teacher completely occupy the centre of communication network.

b) To have or not to have desks

Not having desk that separate people from one another can sometimes create a feeling of closeness and enhance interpersonal communicates. At the same time, desks also be seen as the students' private theoryy, where students keep everything consider necessary for the studies. In accordingly, that seating arrangement may depend flexibly on the activity, it is a nice to have the option to have desk or not, depending on the task wants to do.

c) Semi circular seating structure

[32]ZoltanDornyei, Murpheytim. 2003. Group Dynamics in the Language Classroom. (UK : Cambridge University Press), p. 80-82

Probably, seating arrangement for small group in a semi circular seating arrangement, with the teacher sitting in the middle of the open and the U-shape. This arrangement allows students to have direct visual contact with the each other to increase communication. But, still reinforces the leader's status because of it being in the centre of communicative network.

d) Circular seating structure

This arrangement has no predetermined leadership position as it physically includes the teacher in the group, equalizing influences. A further advantage of sitting in a circle is that is forters interpersonal attraction and involvement :Ehrman and Dornyei report on studies that have found that people sitting in circle groups rated each oter as more friendly than in other arrange, and that the circular arrangement resulted in shorter pauses in conversation.

e) Ad hoc clusters of chairs/ desks

For building student autonomy and responsibility, tasks that call for a seemingly ad hoc positioning of the furniture in small groups of chairs/ desks, such as games and small group activities, are particularly useful. The big advantage of this spatial arrangement is that the teacher is not present in the students' primary communication networks. Such as small group activities, roleplay performances, drama techniques.

a) At the true, not only ZoltanDornyei's theory but also Jill and Charles Hadfield theories about students' seat arrangement includes rows, half circle ('horseshoe'), and joined desks.

2) Classroom decoration

Everything from wall charts with the alphabet, common phrases, and vocabulary to student- produced work displayed on the walls enhance learning. Unfortunately, sharing classroom space in large institutions can make covering the walls with visual aids impractical. According to Betsi Parrish said that there are many of items could be moved in an out of a classroom if necessary.[33]

(a) Create bulletin boards with language experiences stories, student writings, drawings, photographs, in sites with shared classrooms, display these in school entrances or hallways.

(b) Display projects completed by previous classes and the current class.

(c) Display helpful objects around the room :What does................. mean? Can you repeat that, please

(d) Label objects around the room : chalkboard, door, window, table, chair, and any other visual aids.

(e) Post visual aids/ charts around the room with common vocabulary.

Besides it, classroom decoration must be content about the motivation and nice furniture which it can build the students' spirit. Wilson reports a study by Maslow and Mints from the 1960, which in the researchers asked people to conduct the same task in three different setting: an ugly room (like a janitor's closet), an average room (a professor's office), and a beautiful room (a living room which nice a furniture).[34] The task involved rating various photos and no surprise there subject gave more positive rating of the photos, enjoyed the tasks more and wanted to stay with the task longer in the

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[33]Betsi Parrish. 2004. Teaching Adult ESL . New York :McMGraw-Hill. p. 203

[34]ZoltanDornyei, Murpheytim, Group Dynamics in the Language Classroom. (UK : Cambridge University Press, 2003), p. 84

beautiful room. [35]thus can conclude that classroom decoration and furniture can influences the students' condition.

3) Classroom themperature

Classroom temperature is one of main influence to students' concentration. If the students' do not comfort in a classroom, certainly students' concentration and attention was disturbed. Moreover, extreme temperatures can cause irritability and reduced productivity, especially if the room is overheated. Forsyth notes that extremes in temperature can keep peendly and people from being friendly and seeking affiliation and thus works against groups uniting.[36] Besides it, Earthman rates temperature, heating and air quality as the most important individual element for students' achievement.[37] Classroom climate is very supporting for student concentration. Thus, temperature very important in classroom climate for create the effective classroom during learning process. Because students can't concentration maximally when feel uncomfortable.

Classroom temperature can fulfill if the window was organized appropriate the necessary and classroom size. Because,form of windows, size, and model of window as a vital element in building design. Besides it, the door, fan or AC in classroom add the fresh temperature in aclassroom. Thus, students' will comfort during learning process.

4) Classroom lighting

Lighting is very support for teaching learning process. Generally, lighting supports for learning process by using visual. Moreover, the lighting has relationship with biological effect on human body. In relation to students'

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[35]Ibid, 84
[36]Ibid, 83
[37]Ibid, 16

achievement it is argued that day lighting produce biological effect on the human body. However, having solely a daylight source in the classroom is not practical or possible. Benya suggested that for lighting to be effective, daylight must be supplement by automatically controlled electric lighting that dims in response to daylight levels.[38] Besides it, Supporting by MacLennan and Dies said that dark and dull colours and poor lighting can depress the mood of the group.[39] Thus, classroom lighting has major role in learning process.

5) Classroom ventilation

Air circulation and windows condition is very important in teaching and learning process. Because it help students feel comfort and decrease the students bored. It supported by Earthman rates temperature, heating and air quality as the most important individual element for students' achievement.[40] Thus, if the classroom ventilation maximally, the learning process will be success.

Based on the explanation above that windows has major role to organize the ventilation. There are three functions of windows in a classroom, as follows;[41]

- Source of lighting (clear classroom can easier the students for look something in there surrounding)

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[38]Steve Higgins, et al, The Impact of School Environment A Literature Review, (New Castle: University of New Castle Upon Tyne), p. 21.

[39]Ibid .p 83.

[40]Ibid. p. 16

[41]Euis, Donny, 2014, ManajemenKelas (Classroom Management)Guru ProfesionalynagInspiratif, Kreatif, MenyenangkandanBerprestasi, (Bandung : Alfabeta), p 52

- Source of air (good air circulation is students' necessary in learning process if the it fulfill student's brain will function optimally, because the oxygen circulation in there well.

- Aesthetic element (the form of window can add the students' interesting and comfortable in learning process

b. **Social Aspect**

Physical environment refers to the arrangement of chairs, tables, fixtures and pieces of furniture, the painting, lighting and ventilation while the social environment refers to the leadership exhibited by the teacher like democratic, authoritarian and laissez-faire and the mode of students' participation such as collaborative, individualistic or competitive.[42] But, social aspect is relationship between teacher - student and students - students. Students like and trust teachers who believe in them and believe they can be successful both academically and socially.[43]Thus, teacher must be able to create the good relationship in a classroom. Based on Euis and Donni's book explain about teacher- students and students-students interactions, as follows:

1) Teacher and students interaction

Learning process was held because in there any teacher and students interaction. Moreover, in learning interaction any social interactions as follows; a) Social interaction which it has relations with assignment, b) Social interaction which it has purposes to reach something for students, c) Social interaction which it according to teachers' desire, because teachers want to help students get the new knowledge and experiences, d) Social interaction

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[42] Raul Herminia, dkk. 2014. Classrom Climate and Academic Performance of Education Students. (Southern Iloilo Polytechnic College-WVCST Miagao Campus), p. 2

[43]Fisher, McLoaddkk. 2003. Key Elements of Classroom Management. (Alexandria : ASCD.), p.67

which it according to students' convinced, because students believe that teacher will help to expand the experiences. [44] Learning condition will be effective if teacher has good relation with students. If teacher less interaction with students, certainly students do not intimate with teacher. That condition was caused decrease the students' interest.

2) Students and students interaction

Not only teacher and students' interaction which it effective relation in the classroom but also the student and students' interaction. Students who have bad attitude and behavior to the friends will be strange by other students. Thus, the students' interest less and lazy to learn. It can influence the student achievement.

Besides it, must be any good communication because itis one of major role of building a relationship. Thus, if the teachers- students and students-students have good relationship it can influence the students' English achievement. Because, if students' and teachers have a good relation the students feel comfort in the classroom during learning process. Thus, if the students feel comfort, students be able to get the materials and experiences in there easily. Besides it, not only the students get the material easily but also teacher is able to extend the materials easily.

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[44]Euis, Donny, 2014, ManajemenKelas (Classroom Management) Guru Profesional Yang Inspiratif, Kreatif, Menyenangkan Dan Berprestasi, (Bandung : Alfabeta) p.274

There are patterns of interaction in the classroom, according to Jill and Charles any seven patterns[45], follows as:

1) Teacher to Students (T➜Ss)

This interaction pattern is common at the beginning of class or an activity, when the teacher is eliciting, explaining, or giving instructions. Be careful, as this interaction patterns involves a lot of TTT (Teacher Talking Time) and it need to make sure that there is a lots of time for STT (Students Talking Time).

2) Teacher to Students (T➜Ss) and students to teacher (Ss➜ T)

Sometimes it is appropriate for learners to interact with the teacher either individually or as a whole class in a question and and answer activity or in a drill.

3) Half Class to half class (Ss➜Ss)

In some practice or review activities can divide the class in half and the two half class group interact with each other in dialogue practice, a team game, or a gussing game. These activities give everyone the chance to contribute and students can be a lot of fun.

4) Student to class (S➜Ss)

After the class has been working in groups, one learner from each group can report back to the rest of class. This is valuable interaction, as it brings the class together again after group work and rounds the activity off.

5) Student to student (open pairs) (S➜S)

Sometimes will have one student interact with anther, with the rest of class listening. This allows to listen in and give immediate faeedback, and is useful when teacher are checking learning comprehension.

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[45] Jill Hadfield, Charles Hadfield, Introduction to Teaching English, (New York: Oxford University press, 2008), p. 146

6) Student to student ( S ➜ S)

This student to student interaction pattern is the most valuable for giving learners speaking practice. Pair and group work can be frustrating for some learners who believe that the best way to learn is from anative speaker, and that speaking to another not native speakers (learners whose first language is not English) is a waste time.

7) Individual work (S)

Learners do not have to interact with each other all the time : a little mental space can be welcome in a busy lesson. Learners may work individually on writing activities or planning the time before a speaking activity.

Thus, teacher can establish friendly to build the good relationship with students. But it still appropriate with the rules of relationship.Venon and Louis Jones describe three levels of opennes for student – teacher relationship:[46]

- Complete opens : teacher shares a wide range of personal concerns and value.

- Openness related to school : teacher shares feeling about school, but not about out of school life.

- Role bound relationship : teacher shares ono personal feelings or reactions but simply performs instructional duties.

Although teacher must be friendly with students but teacher must mantain the role as a teacher. Teacher influence is most clearly felt when teacher act within role as teacher.

Moreover, students have never had a successful personal relationship with others. Trust is not a commodity has experienced and it will take a lot of

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[46]Ibid, p. 64

relationship building before students are comfortable letting down that guard.There strategies for building strong relationships systematically, as follows:

a) Make a connection

Take specific steps to make a connection. Show an interest in students as people. This is first step to making a connection.

b) Maintain a high ratio of positive to negative statements

It is human nature to notice misbehavior. That is need attention, because frequent negative remarks almost always cause students to dislike school. actually research says the opposite is true, in a classroom where teachers make many negative statements, students perceive as less under standing, caring, helpful, and fair.[47] That means not allow the missbehavior to escalate. Thus, teacher deal with it in more positive ways by teaching the students the appropriate behavior and giving the students support and assistance as students make the change.

c) Communicate high expectations

Communicating that an important part of building a relationship. Often respond differently to lower achieving students. Teacher gives students fewer opportunities to respond, shorter time periods which to respond, and less specific feedback. Although teacher certainly do not do this intentionally, the fact is these behaviors do result in students feeling less valued.

d) Share control

Many people's like to be commanded. It can happens because control over one's life is something that everyone wants and needs. When someone don't

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[47]Jan Fisher, Joyce McloadDkk, 2003, Key Elements Of Classroom Management, (Alexandria : ASCD,), P.65

get it, it can do after control over others. Because many of discipline problems in school either start or end with a power struggle, it is a good idea to look at the idea of sharing control with the students.

e) Negotiate and prove a choice.

When teacher give choices to students, it means that teacher give away some of teacher control. The good news is that the other person does not have to light for it. Give choices does not mean teacher put the students in control. According to Fay and Funk, in Teaching with Love and Logic, tells about choices requires some limits, such as ; (a) Choice need to be authentic and legitimate, (b) Both choices need to be acceptable to the teacher and the student getting them, (c) Say each of your choices with equal amounts of enthusiasm.[48]

Thus, mantaining good relationship significantly influence the students' achievement.

c. **Dimension of Classroom Climate**

In the explanation above, explain about the good relation between teacher-students and students- students. There are any dimension of classroom climate which has influence to learning process. Supporting by Rudolph Moos groups such concepts into three dimensions for classifying humanenvironments and has used them to develop measures of school and classroom climate Moos's threedimensions are:[49]

a) Relationship, the nature and intensity of personal relationships within the environment, theextent to which people are involved in the environment and support and help each other. Its mean the relation between teacher – students and students- students are important in classroom especially during learning

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[48]Ibid, p. 67
[49] Adelman, Taylor. Journal.Classroom climate. Thousand Oaks, CA: Sage

process. Because, if students feel comfort certainly students can focus in learning process. Thus, students can increase the achievement, automatically.

b) Personal development, basic directions along which personal growth and self enhancement tend to occur.

c) System maintenance and change, the extent to which the environment is orderly, clear in expectations, maintains control, and is responsive to change.

**d. Students' English Achievement**

Generally, achievement as successful, complementation, and accomplishment from the students' work. Supported by Webster's Collegiate Dictionary lists the meaning of the achievement as 'successful completion, accomplishment, a result brought about by resolve, persistence, or endeavor,' and then 'the quality and quantity of a students' work.[50] Hornby added that achievement is a thing done successfully, especially with an effort and skill. [51] But, Kevin Barry and Lenking said that achievement is considered as the drive and energy students bring to work in desire to make progress in their learning and achievement. [52] Thus, achievement is a result from the students' work.

In dictionary of education, achievement is defined as accomplishment or proficiency or performance in a given skill or body of knowledge, while academic achievement is knowledge attained or skills or skill developed in the school subject, usually designated by test scores or by marks assigned by teachers or by both.[53]

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[50] Leo van Lier, Interaction in the Language Curriculum, (England: Longman, 1996), 118.

[51] DwiGitawaty.2010. (thesis) The Correlation *Between The Students' Motivation And Their Achievement In English* , (Jakarta : UINSyarifHidayatullah Jakarta), 18

[52] Ibid. p. 18

[53] Fitriah AB, 2009, *Parents' Involvement and its Influences on student EnglishAchievement* ( a correlaton study at MTsNTangerang II Pamulang), (Jakarta : UIN SyarifHidayatullah), p. 5

On the other way, achievement is the result had been achieved. According to R.M Gagne that achivement is human capabilities includes verbal information, intellectual skill, cognitive strategies, attitude, and motorik skill.[54] Added by Mohammd Surya that achievement is all behavior involves cognitive, affective and motorica aspect.[55] Thus can conclude that achievement is abilities involves all medium of psychology includes cognitive, affective, and motorik aspects.

In addition to definition of learning achievement, some experts express the idea, as follows; a) J. Romizowski says that learning achievement is outputs from an input process system, b) Nana Sudjana: Learning achievement is one's abilitythat he has after he got learning experience, c) Myra Pollack Sadker and David Miller Sadker express learning achievement is student's actions that they have disciplined minds and adhere to traditional morals and behavior.[56] Based on that experts opinion can conclude that achievement is result or students' output from learning experiences.

The other expert also give the opinion about students' achievement, For example, inXu's study, a students' level of achievement was determined by their grades across all subjects.[57] Another study, Keith defined achievement as students' class grades placed their grades on a scale from one to eight that represented the most common letter grades they learned in their classes.[58] Thus, according both of Xu and Keith that students' achievement is students' level based on a scale across all subject.

[54]Euis, Donny, 2014, ManajemenKelas (Classroom Management), (Bandung : Alfabeta), p 155

[55]Ibid, p. 155

[56]Fitriah AB, 2009, *Parents' Involvement and Its Influences On Student English Achievement* ( a correlaton study at MTsNTangerang II Pamulang), (Jakarta : UIN SyarifHidayatullah), p. 5

[57]Jennifer Hyward, 2010, *The Effects of Homework on Students' Achievement,* ( New York: State University of New York), p. 4-5

[58]Ibid, p. 5

In English subjects, students' must achieve material about theories and practices well. Students' English achievement is how children accepting the English language as the foreign language. Actually, each student have different achievement. Students must compatible in four skills of English that are speaking skill, reading skill, writing skill and listening skill.

1) Speaking Achievement

Speaking is one of productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening. Skills which it necessarily compromises the reliability and validity of an oral production test.[59] Usually teacher measure student's speaking achievement by students' conversation, speech, telling story and other practices.

3) Listening Achievement

Listening is way to take notice of what somebody says to get the messages. The listening only period is a time for observation and learning with provides the basis of the others language skills.[60] The process of listening performance is the invisible, inaudible process of internalizing meaning from auditory signals being transmitted to the ear and brain. This skill practiced by listening a monolog, dialog, prolog, songs and others.

4) Writing Achievement

Writing is a way to state the information or the word mentioned. Besides it, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a

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[59] H. Douglas Brown. 2004. Language Assessment : Principles and Classroom Practices. (Longman: San Fransisco State University), p. 140

[60] Nation and J. Newton, 2009, Teaching ESL/EFL Listening and Speaking (London: Routledge, Taylor & Francis) p. 38

reader.[61] The paragraph must be unity, cohesive, and coherence. This skill practiced by writing letters, experiences, short story, poetry, and other writing activities.

5) Reading Achievement

Reading is the activity of somebody who reads. Moreover, reading is a set that skills that involves making sense and driving meaning from the printed.[62] In foreign language learning, reading is likewise a skill that teachers simply aspect learners to acquire. This skill practiced by reading a story, letters, poetry and text.

**e. Factors that influence English achievement**

Students' English achievement are influence two factors there are internal and external factors. According to Dalyono said that internal factors which influence the students achievement involves healthy, intelligent, skill, ability, motivation and manner of learn, while external factors involves family, school, society and surrounding.[63] But, MuhibbinSyah defined that students 'achievement was influenced by three factors, the first is internal factors includes physical and spiritual conditions, second is external factors involves students' surrounding conditions, and the last factors is approach to learning.[64] But, this study researcher using Dalyono's theories.

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[61] David Nunan, Practical English Language Teaching : Young Learners, (New York: McGraw-Hill, 2003), 88.

[62] David Nunan, Practical English Language Teaching: Young Learners (New York: Mcgraw-Hill, 2005), 95.

[63] Euis, Donny, 2013, ManajemenKelas ( Classroom Management) Guru ProfesionalynagInspiratif, Kreatif, Menyenangkan, danBerprestasi, (Bandung: Alfabeta), p. 156

[64] Ibid, p. 156

1) External factors

External factors are factor that can influence the students'achievement from students' outside. This factor consists of two factors, environmental factor and instrumental factor. [65] Both of environmental and instrumental factors include family, school and social environment.

a) Family

Family is peoples which very near with someone. Family consists of father, mother, grandfather, grand mother, brother, sister and others. Certainly, family give the major role which can influences the students' achievement. Because, students' feel appropriate with the family condition. If members of family can create the good condition in house, children / students feel comfort and enjoy during studying.

b) School

School involves school facilities, classroom situation, curriculum which used of school, students member in each class, implementation of school discipline, and others. Certainly, everything which mention above influences the students' achievement because students will spirit and enthusiasm to study if school give the good conditions and services everytime.

c) Social environment

Social environment involves the students' relationship with others during in school. When in it a state residential community consist of people who are well educated, especially the children of high school average and good moral, it would encouraged the children to study hard. But, otherwise many live in neighborhoods if children are naughty, uneducated and unemployed,

[65] Wahid, Amirudin, 2014, *Students' Emotional Intelligence and English Achievement (Correlational Study at Tenth Grade MA. YP. KH SyamsuddinPonorogo Academic Year 2013/2014)*, (STAIN Ponorogo), p. 22

this would reduce the enthusiasm of learning or be said not to support, thus the learning motivation less.[66] From explanation above that social environment give major role influences the students' achievement also.

d)  Surrounding environment

Surrounding environment its mean the students environment during learning process or outside. There are includes the climate of classroom and school environment. If the classroom climate involves the students' seat arrangement are neat, windows and door are available it can add the ventilation, lighting and temperatures, and there are students' relationship with others are well, certainly students' fell comfort in there. Thus, all of that give influences the students' achievement.

2)  Internal factors

a)  Healthy

Physic healthy condition is major influence in learning process. If students unhealthy, for examples, fever, cold, toothache and others, it make student unenthusiastic and lazy to learn. Moreover, students' healthy influence the students' relationship with others. For examples, if students get toothache it could annoy and reduce the spirit of learning. Thus, keeping healthy is important so that body always strong, fresh and conscious to learn.

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[66]IranaFuthatimillah, 2012, *A Correlation study between Students' Emotional Quotient and Students' Englih achievement in S, and SMA BaktiPonorogo in academic Year 2011/2012,* ( STAIN Ponorogo), p. 26

b) Interest and motivation

Motivation is students' curiosity to learn. According to Guay defined that motivation refers to the reasons underlying behavior.[67] While, Armstrong said that motivation is concerned with the strength and direction of behavior and factors that influence people to behave in certain ways.[68] Thus, motivation is behavior and factors which it be able to influenced the students during learning process.

Both of interest and motivation have major effects in getting the good or high achievement. If students' interest and motivation are high automatically students will spirit to learn. Moreover the classroom climate support it, certainly students feel comfort and enjoy in learning process. Besides it, interest could appear because there attractive power from outside and also inside. Strong and weak of learning motivation of someone is effected the successful.[69]

c) Intelligence and talent

Intelligence manifests itself in terms of how an individual behaves in his society. [70] Besides it Intelligence especially as measured by verbal IQ tests, may be a strongfactor when it comes to learning which involves language analysis and rule learning, intelligence may play a less important role in classrooms where the instruction focuses more on communication

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[67]Euis, Donny, 2014, ManajemenKelas ( Classroom Management) Guru Profesional Yang Inspiratif, Kreatif, Menyenangkan Dan Berprestasi, ( Bandung: Alfabeta), p. 165

[68] Ibid, p. 166

[69]IranaFutuhati, 2012, *A Correlation Study Between Students' Emontional Quotient and Students'* English Achievement in SMA Bhakti Ponorogo in academic year 2011/2012, (STAIN Ponorogo : Ponorogo), p.24

[70]Fitriah AB, 2009, *Parents' Involvement and its Influences on student English Achievement* ( a correlaton study at MTsNTangerang II Pamulang), (Jakarta : UIN SyarifHidayatullah), p. 4

and interaction. [71] Thus, intelligence is very important in a classroom because it help students easier to communicate and socialize with others.

The other way talent has relation with intelligence. Both of Intelligence and talent take main role in learning process. Not only students' interest and motivation which influences the good or bad the achievement but also the Intelligence and talent give influences also. if students has a high intelligence and talent in some object this learned, thus learning process will go well and success.

**f. Correlation Between Classroom Climate and Students' English Achievement**

Classroom climate is an external factor which influences for success students' learning process. Students get an influence for conscious or unconscious process. Akuntola said that to achievement the objectives of social studies, it could be taught, learnt and lived, only in an atmosphere.[72] Besides it, Robinson- Stuart, Nonson said that culture learning in the classroom can help students turn such as an experience.[73] Thus, classroom climate give the major influence to the students' English achievement. Because if students feel comfort during learning process, automatically, students will focus and certainly students' achievement are increase.

Besides it, JereBrophy defines classroom management as creating and maintaining a learning environment support instruction and increased students' achievement.[74] The first step is establish a positive classroom climate based on mutual trust, caring and respect. The foundation of climate is the relationships that

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[71]Ibid, p. 4-5

[72] Expo, Koko dkk (journal) Classroom Climate a*n Students' Academic Achievement In Social Studies In Cross River, Nigeria*, vol. 3 (4) july, 2009. p. 418

[73] Brown, Douglas. (2000) .The Principle Language Learning and Teaching.San Fransisco University. p. 189

[74]Fisher, McLoaddkk. 2003. Key Elements of Classroom Management. Alexandria : ASCD. p.67
[74]Ibid, p. 64

are established between the teacher and students among the students. Jones added that students like school better and have higheer academic achievement when relationships are positive.[75] Thus, not only the physic appearance in the classroom but also the relationship between students- students and teacher- students are important to increase the students' achievement, especially in English.

## II.   Previous Research Finding

- Koko Ekpo,(Journal vol. 3 July 2009), Classroom *Climate and Students' Academic Achievement in Social Studies in Cross River Nigeria*. This research can conclude that as follows:

     The instrument used was  a structured six-point Likert scale questionnaire, the reliability estimate of which ranged from 0.7 to 0.8 were used to collect information used in the study. The data collected were analyzed using Pearson Product Moment Correlation and Multiple Regression. The hypothesis was tested at .05 level of significance and 1198 and F (9,1190) degree of freedom. Based on the findings, it was concluded that all the independent variables mentioned in this study jointly contribute to the variance in students' academic achievement in Social Studies. It was recommended that Social Studies teachers should be trained to improve their skills on an encouraging classroom climate for students' confidence and initiative through seminars, conferences and in-service programmes.

- Fitriah AB, *Teacher's Involvement and Its Influence On Students Achievement (A Correlation Study at MTsNTangerang II Pamulang)* there are the conclusion frm that thesis:

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[75]Ibid

Correlation index ($R_{xy} = 0.402$) is in the interval of 0.40 – 0.60, this means that the correlation belongs to "medium correlation". In the other words, there is a correlation between variable X (parents' involvement) and variable Y (student English achievement. In table of Pearson product moment about degree of freedom, it stated that the degree of freedom (df) is $N - 2 = 40 - 2 = 38$ and the significance of 1% is 0.393 and the significance 5 % is 0,304. After comparing the value of $r_{xy} = 0.402$ and tt 0.393 and 0.304

$0.304 < 0.402 > 0.393$ .The score of correlation between English achievement and parents' involvement is 0.402. So, it means that every 100 points of parents' involvement will increase 4.02 points of their achievement in learning English. The score of $r_{xy}$ is bigger than tttable, so the alternative hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In the other words, there is a sufficient correlation between parents' involvement and English achievement.

Both of these thesis explain about classroom climate and students' English achievment. But in this research focus on two aspects of classroom climate, these are social and physical aspects on stuents' English achievement.

## III. Conceptual Framework

The researcher want to description of in what ways data is collected, coded, and analyzed. It is a well organized plan of achieving the research objective. This research promotes a hypothesis. The hypothesis offers two variables; variables x is identified as the classroom climate variable Y is identified astudents' English achievement. Both the classroom climate and students' English achievement are measured through test and of the test is used to examine. From both of variables X and Y can conclude as follows:

- If there is good classroom climate, the students' English achievement is high.

- If there is bad classroom climate, the students' English Achievement is low.

## IV. Hypothesis

Based on theoretical background, statement of the problem , and previous finding can conclude that is the hypothesis as follow :

- There is a relationship between classroom climate and students' English achievement at the first grade students of SMA N 1 Jenangan in academic year 2015/2016.

## G. Organization of the Study

The researcher writes the thesis in to five chapters. These chapters related one to another. It has purposed that to organize te thesis will easily. The organizations of the thesis are:

Chapter I      : I.  Background of the Study

        II. Limitation the Study

        III.Statement of the Problem

        IV.Objectives of the Study

        V. Significance of the Study

        VI.Organization of the Study

Chapter II      : I.  Teoretical Background

        II. Teoretical Framework

        III. Hyphotesis

Chapter III      : I.  Research Design

        II. Population and Sample

        III. Insrument of Data Collection

IV. Technique of Data Collection

V.  Technique of Data Analysis

Chapter IV          : I.  Data Description

II. Data Analysis

III. Discussion

Chapter V           : I.  Conclusion

II. Recomemendation

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

Research method of this study using quantitative. Aliaga and Gunderson described that quantitative research is 'explaining phenomena by collecting numerical data that are analyses using mathematically based methods (in particular statistics).[76]It means that quantitative research is based on numerical data analysess statistically. Besides it, quantitative view is described as being 'realist' or sometimes 'positivist'.[77] Thus, realists take the view that what research does is uncover an existing reality. 'The truth is out there' and it is the job of the researcher to use objective research methods to uncover that truth.

This research applies a correlation research. Correlation procedure is a statistical technique for determining relationship between pairs of score. In correlation research, the relationships among two or more variables are related. It supported by Borg, W.R., Gall said that a correlation is measurement of the relationship between two or more variables using correlation statistics to investigate the precise degree of their relationship.[78]

Besides it, in this research the correlation research using a correlation coefficient. According to Adnan that the data in correlation researchare analyzed using correlation resulting in correlation coefficient which shows the degree of the relationship (how closely they are related) between the variables involved.[79] Thus, major purpose of

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[76]Muijs, Daniel. 2004. Doing Quantitative Reasearch in Education. London : SAGE Publications, p. 1
[77]Ibid, p. 4
[78]Latief, Adnan Muhammad. 2013. Research Methods on Language Learning an Introduction. Malang : UM PRESS. P. 112
[79]Ibid, p. 213

correlation research is to clarify our understanding of important phenomena by identifying relationships among variables using statistics.

Moreover, this research take two variable there are variable Independent and variable dependent. The independent variable (variable X) is classroom climate and dependent variable (variable Y) is students' English achievement.

**Table 3.1 Design of Research**

| Design | Independent variable (X) | Dependent variable (Y) |
|---|---|---|
| Correlation | ClassroomClimate | Students' English Achievement. |

## B. Population and Sample

1. Population

According to Johnson and Christensen population is the large group to which a researcher wants to generalize the sample result.[80] Added, Borg,W,R, Gall, M.D said that population as all the members of a real or hypothetical set up of pepople, events, or objects to which educational researchers wish to generalize to results of the research. [81]From those definitions, we can conclude which population is all the numbers of real people, events, or object that is used to conduct research of them. Moreover, Fraenkel and Wallen state that population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. [82] It can be said that population is a group of person or individual having

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[80]NofraIrwana. The Effectiveness of Total Physical Response (Tpr) t*o Enhance Students' Vocabulary Mastery (An Experimental Study at the Seventh Grade of SMP N 3 Ajibarang, 2010) In Academic Year 2009/2010 (Thesis). Surakarta : SebelasMaret University Surakarta, 38

[81] MuhammadAdnan Latief..Research Methods on Language Learning an Introduction.(Malang : UM PRESS, 2013), 181.

[82]Ibid, p. 38

quality and characteristics in common from which a researcher may get the data needed.

The target population in this study is actually the tenth grade students of SMA N 1 Jenangan. The total of populations are 88 students. The researcher take tenth grade because classroom condition different with others class. There are the students' number of population

**Table 3.2 The Number of Students**

| Class | The Number of Students |
|---|---|
| Class $X^1$ | 23 |
| Class $X^2$ | 21 |
| Class $X^3$ | 21 |
| Class $X^4$ | 23 |
| **Total** | **88** |

2. Sample

Mason and Bramble said that sampling refers to the act of drawing a sample from a population.[83] Moreover, Sudjana explain that sample is part of the total number and characteristic belong to population.[84] Thus, researcher must be determine the population before establish the sample.

In this study, researcher is using Cochran formula for take the sample. There are the Chocran formula as follows:

[83] Ibid, p.38

[84] Farida Arroyani,The Effectiveness Of Teaching Using Comic Strips to Facilitate Students' *Reading Comprehension Skill* on Narrative Text (An Experimental Research in wuth the Grade of SMP N 2 TanggungharjoGrobogan in the Academic Year of 2010/2011) ( thesis),Walisongo State Institute For Islamic Studies Semarang, 46

$$N = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}} \qquad \text{when} \quad n_0 = \frac{t^2 \, pq}{d^2}$$

Notes:

t  $= Z$ percentage at the table of standard normal (if $\alpha = 0{,}05$ so t $= 1{,}96$)

p  $=$ Percentage of $H_0$ is $0{,}5$

q  $=$ Percentage of $H_1$ is $0{,}5$

d  $=$ Degree of carefulness ($\alpha$)

N  $=$ Total of population

n  $=$ Total of sample

$$n_0 = \frac{t^2 \, pq}{d^2} = \frac{(1{,}96)^2 .(0{,}5).\,(0{,}5)}{(0{,}05)^2} = \frac{3{,}8416.\ 0{,}5.\ 0{,}5}{0{,}0025} = \frac{0{,}9604}{0{,}0025} = 384{,}16$$

$$N = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

$$= \frac{384{,}16}{1 + \frac{(384{,}16 - 1)}{88}} = \frac{384{,}16}{5{,}404137} = 71{,}0880 = 71$$

$N_1 \quad = n. \frac{N1}{N} = 71. \frac{23}{88} = 18$

$N_2 = n. \frac{N2}{N} = 71. \frac{21}{88} = 17$

$N_3 = n. \frac{N3}{N} = 71. \frac{21}{88} = 17$

$N_4 \quad = n. \frac{N4}{N} = 71. \frac{23}{88} = 18$

Thus according to the formula above find out that the total of sample are 70 students, which it includes 18 students of $X^1$, 17 students of $X^2$, 17 students of $X^3$, and 18 students of $X^4$. There are the students' number of sample. As follows:

**Table 3.3 The Research Sample**

| Class | The Number of Students |
|---|---|
| Class $X^1$ | 18 |
| Class $X^2$ | 17 |
| Class $X^3$ | 17 |
| Class $X^4$ | 18 |
| **Total** | **70** |

## C. Instrument of Data Collection

Instrument is an implement used for a particular purpose, especially for delicate or scientific work. Instrument of data collection is the way to get data in the research by the researcher. Instruments or measure's of data collection is a tool that be use to research the rate of students' classroom climate and students' English achievement. Besides it, the instrument of data collection or the research instrument is agreed with the instrument validity and reliability. Because the good test measure tool must fulfill the test requirement, such as has validity and reliability.

This study, data collection using questionnaire. It was used to the measure the classroom climate. Thus design describes follows:
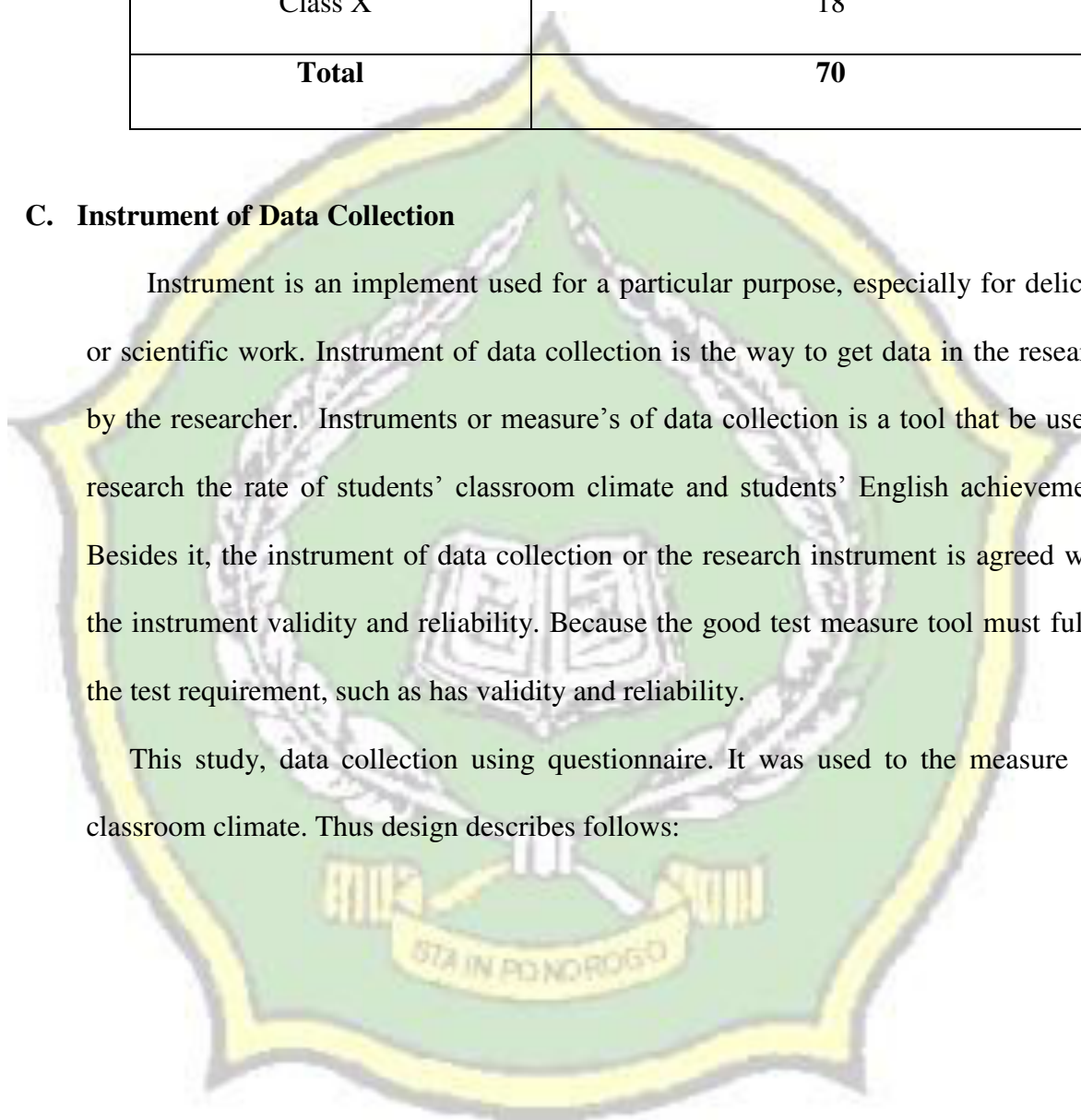
**Table 3.4  Data Collection of Information**

| Title | Variables | Indicators | Technique | No. IDC |
|---|---|---|---|---|
| Relationship Between Classroom Climate and Students' English Achievement (Correlational Study to the First Grade of SMA N 1 Jenangan In Academic Year 2015/2015) | Independent variable : <br> - Classroom climate | - Lighting <br><br> - Ventilation <br><br> - Surrounding appearance <br><br> - Seats arrangements <br><br> - Themperature <br><br> - Good relation with others | Questionnairre | 2, 10, <br><br> 4, 17, 18, <br><br> 5, 7, 11, 16, 19, 20, 25 <br><br> 9, 12, 14, 15, 21, <br><br> 3, <br><br> 1, 6, 8, 13, 22, 23, 24, |
| | Dependent variable : <br> - Students' English achievement | - Based on the students' rapport | Documentation | |

## D.  Technique of Collecting Data

1.  Questionnaire

Questionnaire is a written instrument consisting of questions to be answered or statements to be respondent. It is used to gather information about facts or about opinion/ attitude Best, J.W Khanadded that some researchers use a separate instrument to gather information on opinion ao attitude using attitude scales, some others use questionnaire to gather both information obout fact as well as about opinion or attitude.[85] In this research, researcher used a questionnaire to find out score about classroom climate in SMA N 1 Jenangan in academic year 2015/ 2016.

Researcher using Likert scale because it measure the attitutes, opinions, and perceptions about the social phenomenon. In the research, the social phenomenon become the research variables.[86]Using Likert scale, the variables which will measurement and will explained be indictors. Indikator tersebut dijadikan sebagai titik tolak untuk menyusun item-item instrumen yang berupa pernyataan atau pertanyaan.[87] Then, the answers can be measure.In this research using negative and positive items instrument, as follow:

**Table 3.5 Score of Questionnaire Answer**

| Alternative answer | Score | |
|---|---|---|
| | Positive | Negative |
| Always | 4 | 1 |
| Often | 3 | 2 |
| Sometimes | 2 | 3 |
| Never | 1 | 4 |

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[85] Ibid, 193

[86]Sugiyono, MetodePenelitianKuantitatif, KualitatifdanR&D, 93

[87]Ibid, 93

2. Documentation

Documentation used to find out the data from the written documentation such as daily note, transcript, book and newspaper. Besides it, documentation used to get the data about the structure of organisation, teachers' and students' condition, facilities, and others. In this research documentation used to get some data about students' English achievement, teachers organization, and others.

E. **Techniques of Data Analysis**

The technique used to analyze the data is Correlation Product Moment as the formula. Because, researcher using interval data, and the characteristic of data is continue. Besides it the sample is homogeny. Correlation product moment is the most formula which was used by researcher in 1900, it was found by Karl pearson. Correlation product moment used to know about the relation between two variables or more.[88] Thus, researcher used this formula to measure the correlation between classroom climate and students' English achievement in first grade of SMA N 1 Jenangan. Before testing hypothesis, researcher have to prove that data are fulfilled the requirement, there are include, as follows:

1. Normality Test

Normality test used to measure the normality of data. If the data too large and the spread is 100%, certainly it is not normal thus the researcher can use the formula to avoid that problem. The formulas are Kolmogorov Smirnov, Lilifors, and Chi square. But, in this research, the researcher use Kolmogorov Smirnov formula. The steps of this formula as follows:

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[88]AndhitaDessyWulandary, 2012, PenelitianPendidikanSuatuPraktikDenganMenggunakanSPSS, (Ponorogo: STAIN PO PRESS), 96

1) Formulated the hypothesis

Ha : The data is not normal

Ho : The data is normal

2) Determine the mean score for X and Y variables. The formula is:

a. $M_x = \dfrac{\Sigma fX}{N}$

$M_x$ = Mean of X variable (Classroom climate)

$\Sigma Fx$ = Total number of score of X variable

N = Number of cases

The Standard Deviation $(SD_x)$[89]

$$SDx = \sqrt{\dfrac{\Sigma fx^2}{N} - \left(\dfrac{\Sigma fx}{N}\right)^2}$$

$\Sigma SDx$ = Deviation standard

$\Sigma fx$ = The total number ofscore multiplication of frequencyand X

$N$ = Number of case

b. $M_y = \dfrac{\Sigma fy}{N}$

My = Mean of Y variable ( Students' English achievement)

Σfy = total number of score of Y variable

N = number of cases

[89]RetnoWidyaningrum, StatistikaEdisiRevisi(Yogyakarta: PustakaFelicha, 2015), 205- 208

$$SDy = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy_1}{N}\right)^2}$$

ΣSDy   = standart deviation

$\sum fy^2$   = The total number ofscore multiplication of frequencyand $Y^2$

N       = Number of case

c.   Determining the fkb score

d.   Determining f/N score with formula each frequency: score total data

e.   Determining fkb/N score with formula each frequency: score total data

f.   Determining the Z. The Z can be gotten by using formula, as follow:

$Z = \frac{X - \square}{\sigma}$

g.   Determining $P \leq Z$ with look the table of Normality distribution

h.   Determining $a_1$ with the formula fkb/N - $P \leq Z$

i.   Determining $a_2$ with the formula f/N- $a_1$

j.   Compare score maximum of $a_1$ with the kolmogorov- Smirnov formula

k.   Giving interpretation and making conclusion. This interpretation can be applied based on hypothesis.

2.  Making interpretations and conclusion.

After determining normality, researcher using three steps to analyze data. It is used to classify the students into three criterions and correlation coefficient product moment as the formula.

1)  The technique is used to classify the students into three criterions. There are up rank (high), middle rank (medium), and bottom range (low). In this researcher, this technique is used to analyze classroom climate in tenth grade of SMA N 1 Jenangan.

$M_X + 1.SD_X$

$M_x - 1.SD_x$

Notes:

$M_x$ = mean of classroom climate (X)

$SD_x$ = standard deviation of classroom climate

2) The technique is used to classify the students into three criteria. They are up rank (high), middle rank (medium), and bottom rank (low). In this research, this technique s used to analyze students' English achievement of tenth grade of SMA N 1 Jenangan. The formula as follow:

$M_y + 1.SD_y$

$M_y - 1.SD_y$

Notes:

$M_y$ = mean of students' English achievement

$SD_y$ = standard deviation of students' English achievement

3. In this research, the technique of data analyze is the formula of correlation. Thus, to investigate the condition there is significant or not the correlation between classroom climate and students' English achievement for the tenth grade of SMA N 1 Jenangan. Researcher used a correlation product moment formula, as follows:[90]

$$r_{xy} = \frac{\frac{\Sigma x' y'}{N} - Cx' Cy'}{SDx' SDy'}$$

Notes:

$\Sigma x' y'$ = Multiplication score both f (sell frequency) and x' y'

$Cx'$ = Ccorrection score of x variable, $Cx' = \frac{\Sigma fx'}{N}$

[90] RetnoWidyaningrum, StatistikaEdisiRevisi(Yogyakarta: PustakaFelicha, 2015), 110 - 111

Cy'       = Correction of y variable, $Cy' = \frac{\Sigma fy'}{N}$

SDx'       = Standard deviation of y variable

N            = Number of cases

## F. Validity and Reliability

### 1. Validity

Valid means correct. The correctness of the assessment is called validity.[91] Moreover, test validity is defined here as the degree to which a test measures what it claims, or purports, to be measuring.[92] The validity of a test is an indication of how good those inferences are. The first step in any discussion of validity is the establishment of the constructs about which we wish to make inferences. According to George K. Cunningham validity is sometimes defined as the degree to which a test measures what it is supposed to measure.[93] Thus, validity can defined that the correctness degree of measurement.

In this study, researcher using construct validity to examine the instrument. Because, the variable involve the phenomenon and object which abstract, but the caused was observed and measurement. Typically this construct is measured using a questionnaire that yields a numerical value indicating the degree to which individual students possess this trait. These questionnaires typically consist of a set of statements relevant to self-esteem to which students are asked to agree or disagree or respond with a numerical rating to indicate how much they agree or disagree.[94] product moment. Pearson said that the technique to measure the test using Correlation Product Moment. Korelasi product moment termasuk teknik teknik

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[91] Adnan Latief, 2012, Research Methods on Language Learning an Introduction, ( Malang : UM PRESS ), 223

[92] James Dean Brown, 1996, Testing in Language Program, (New Jersey : Regents Prentice Hall), 231

[93] George Cunningham,1998, Assessment in the classroom, (Washington D.C : The Fallmer Press), 37

[94] Ibid, 39

statistika parametrik yang menggunakan data interval dan rasio dengan persyaratan tertentu.[95] Thus, in this study researcher use it as follows:

$$r^{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes :

$r_{xy}$ = the correlation coefficient between x variable and y variable

$\sum x$ = the total number of scores of x variable (classroom climate)

$\sum y$ = the total number of scores of y variable (students' English achievement)

$\sum xy$ = the total of score multiplication of x variable and y variable

$\sum x^2$ = the total number of square of x variable

$\sum y^2$ = the total number of square of y variable

N = the number of subject[96]

The size of validity coefficient influenced by the strenght of relation between test, criterion and the range of individual the differences of the group. As usual, the nearer of the coefficient is 1,00 (- or+) the stronger evidence is that the test is useful for the stated purpose.
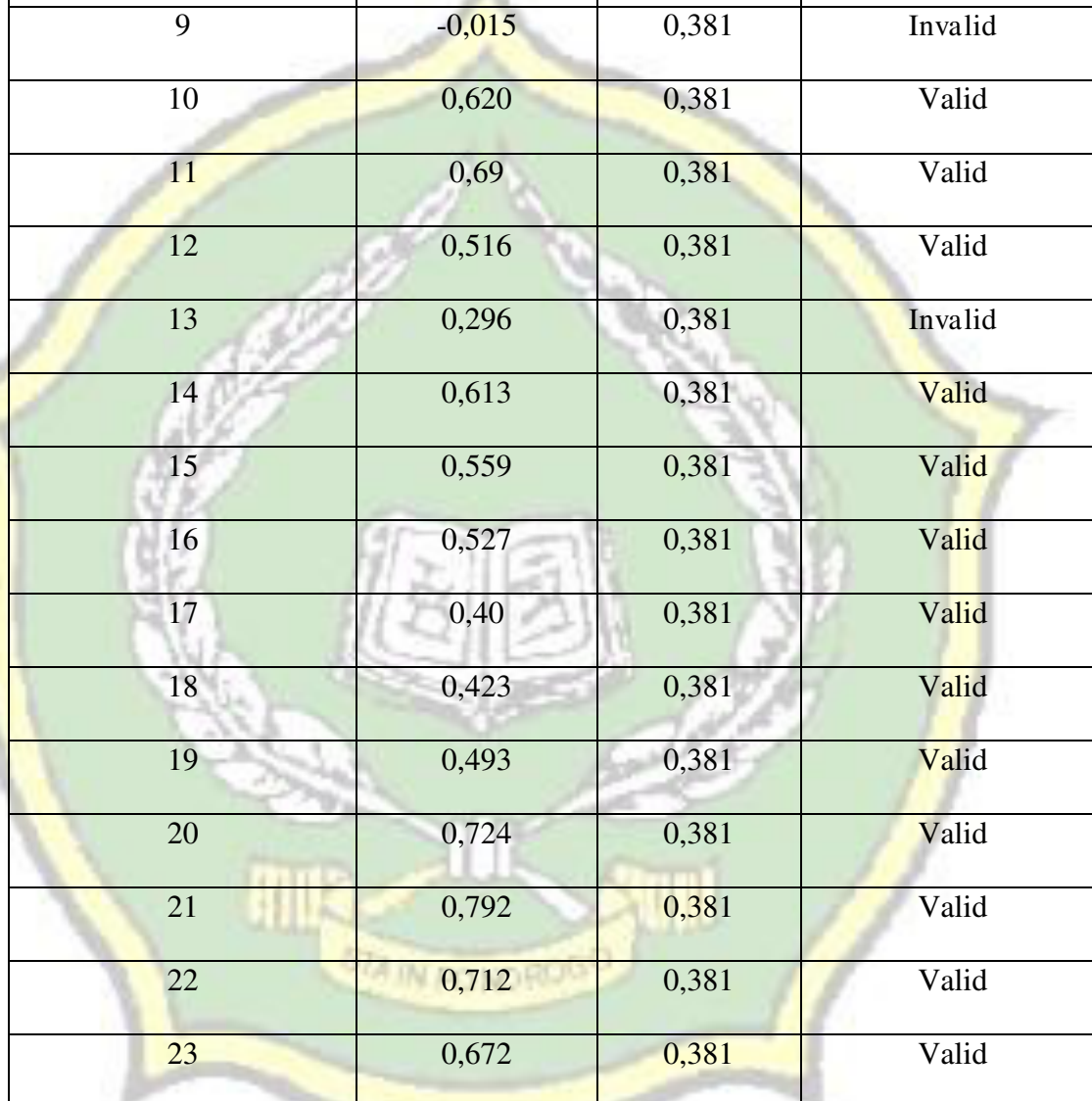
In this research, the result of validity test as follows:

**Table 3. 6 Result of validity test**

| Questionnairenumber | "r" calculated | "r" table | Criteria |
|:---:|:---:|:---:|:---:|
| 1 | 0,579 | 0,381 | Valid |
| 2 | 0,138 | 0,381 | Invalid |
| 3 | -0,689 | 0,381 | Invalid |

[95]AndhitaDessyWulandary, 2012, PenelitianPendidikanSuatuPraktikDenganMenggunakanSPSS, (Ponorogo: STAIN PO PRESS), 96

[96]RetnoWidyaningrum, StatistikaEdisiRevisi(Yogyakarta: PustakaFelicha, 2015), 107

| | | | |
|---|---|---|---|
| 4 | 0,560 | 0,381 | Valid |
| 5 | 0,799 | 0,381 | Valid |
| 6 | 0,491 | 0,381 | Valid |
| 7 | 0,571 | 0,381 | Valid |
| 8 | 0,581 | 0,381 | Valid |
| 9 | -0,015 | 0,381 | Invalid |
| 10 | 0,620 | 0,381 | Valid |
| 11 | 0,69 | 0,381 | Valid |
| 12 | 0,516 | 0,381 | Valid |
| 13 | 0,296 | 0,381 | Invalid |
| 14 | 0,613 | 0,381 | Valid |
| 15 | 0,559 | 0,381 | Valid |
| 16 | 0,527 | 0,381 | Valid |
| 17 | 0,40 | 0,381 | Valid |
| 18 | 0,423 | 0,381 | Valid |
| 19 | 0,493 | 0,381 | Valid |
| 20 | 0,724 | 0,381 | Valid |
| 21 | 0,792 | 0,381 | Valid |
| 22 | 0,712 | 0,381 | Valid |
| 23 | 0,672 | 0,381 | Valid |
| 24 | 0,673 | 0,381 | Valid |
| 25 | 0,730 | 0,381 | Valid |

Based on the table above, it show that there are 4 invalid items. That are items number 2, 3, 9, and 13. Therefore 21 items will be used to the research.

2. Reliability

Reliability is the consistently of the result if an indicator or question is repeated in similar condition. The result of a language skill assessment has high reliability if the result precisely represents (is very closed to, or is not too far away from, or gives good estimate of, or does not overestimate or underestimate) the true level of the skill being assessed.[97] In this research, researcher use Cronbach Alpha formula. While the reliability coefficient allows us to compare the reliability of tests, it does not tell us directly how close an individual's actual is to what he or she might have scored on another occasion.[98] Unless the test is perfectly reliable, and provided that is not so easy or difficult that the student always get full marks or zore, we would expect their scores on the various administrations to vary.[99]

$$r_{11} = \frac{k}{(k-1)}\left\{1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right\}$$

Notes:

$r_{11}$ = Reliability instruments.

K = Total items number

$\sum \sigma_i^2$ = Total of variant.

$\sigma_t^2$ = Variant total

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[97] Adnan Latief, 2012, Research Methods on Language Learning an Introduction, ( Malang : UM PRESS), 212
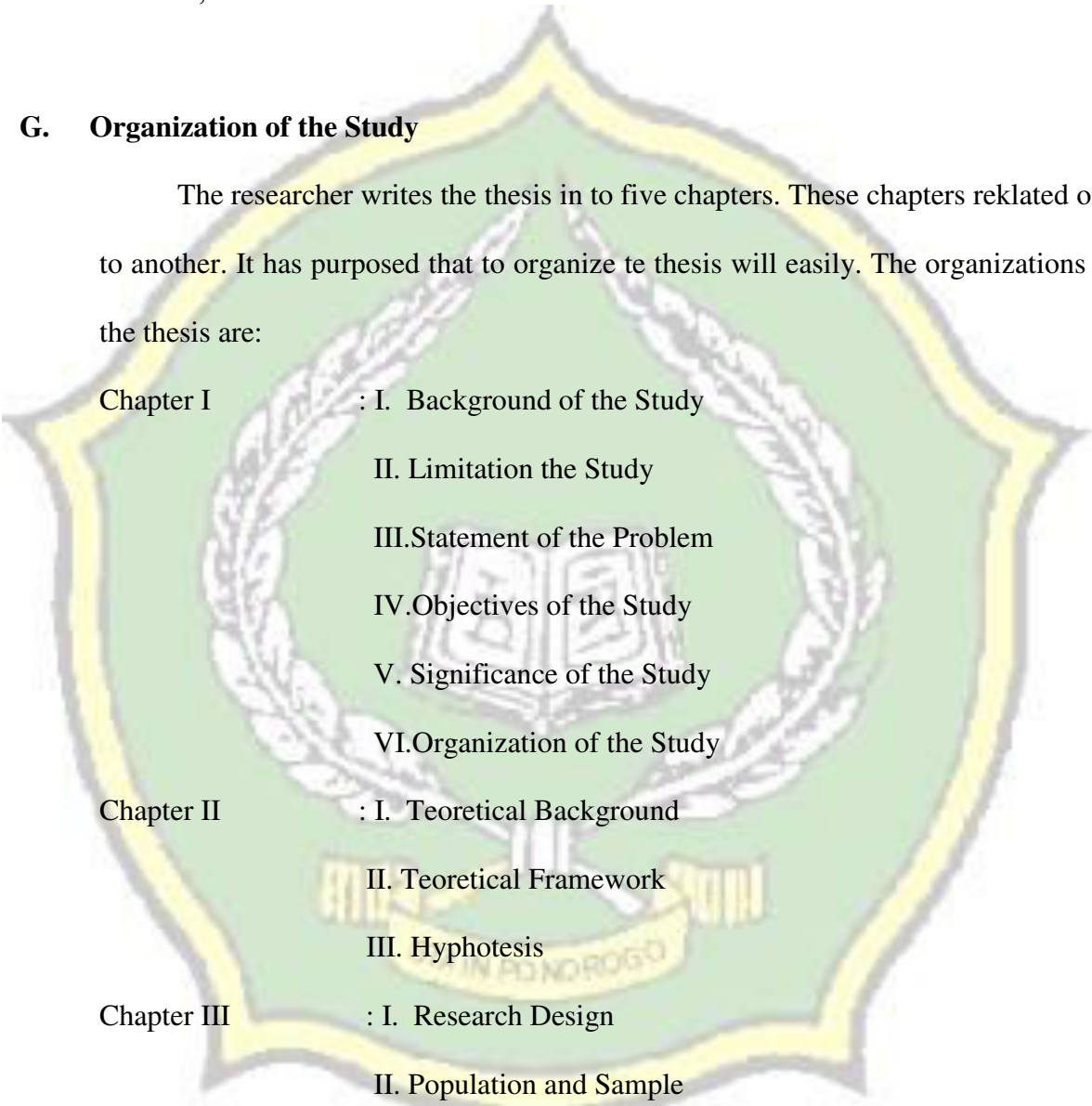
[98] Arthur Hughes, Testing Language Teacher, (New York : Cambridge University Press),33.

[99] Ibid, 33

The more reliability coefficient is depressed below 1 and the lower the reliability. If the coefficient is near 1,00 the instrument is relatively little error. In this research, researcher find a reliability coefficient is 0,564. Thus, it was consultancy with "r" table, db= 23 (5% significance) is 0, 396. Because "r" calculated higher than "r" table , so this instrument is reliable.

## G. Organization of the Study

The researcher writes the thesis in to five chapters. These chapters reklated one to another. It has purposed that to organize te thesis will easily. The organizations of the thesis are:

Chapter I           : I.  Background of the Study

II. Limitation the Study

III.Statement of the Problem

IV.Objectives of the Study

V. Significance of the Study

VI.Organization of the Study

Chapter II         : I.  Teoretical Background

II. Teoretical Framework

III. Hyphotesis

Chapter III        : I.  Research Design

II. Population and Sample

III. Insrument of Data Collection

IV. Technique of Data Collection

V.  Technique of Data Analysis

Chapter IV        : I.  Data Description

II. Data Analysis

III. Discussion

Chapter V            : I.   Conclusion

                 II. Recomemendation

# CHAPTER IV

# DATA ANALYSIS

## A. Data Description

Before researcher calculated the data both of clasroom climate and students' English achievement , researcher must determined the Normality test. Based on calculated the data of classroom climate is normally becausea$_1$ max $\leq$ Dtable : 0,0936 $\leq$ 0, 1626, while based on the data of students' Engish achievement a$_1$ max $\leq$ Dtable : 0,1531 $\leq$ 0, 1626.[100]

Then, rersearcher determined the data description which got buy questionnaire of classroom climate and students' rapport of English achievement .

## 1. Classroom climate

The reseracher used questionnaire to know clasroom climate. The result of of questionnaire shows that on the content of the table

**Table 4. 1 Scores of classroom climate**

| No | SCORE | FREQUENCY |
|----|-------|-----------|
| 1 | 51 – 56 | 6 |
| 2 | 57 – 62 | 15 |
| 3 | 63 – 68 | 24 |
| 4 | 69 – 74 | 16 |
| 5 | 75 – 80 | 7 |
| 6 | 81 – 86 | 1 |
| 7 | 87 – 92 | 1 |

---

[100]Appendix 14

From the table above, it shows that students have good scores. The highest score is 87 and the lowest score is 51.

2.  **Students' English achievement**

    Reseracher used documntation to know levels to know levels score of students' English achievement. The reseracher has been gotten it from data of documentation that available score. These scores include speaking, reading, writing and listening achievement. The students' English achievement scores describes on the table below.

    **Table 4. 2 Scores of Students' English Achievement**

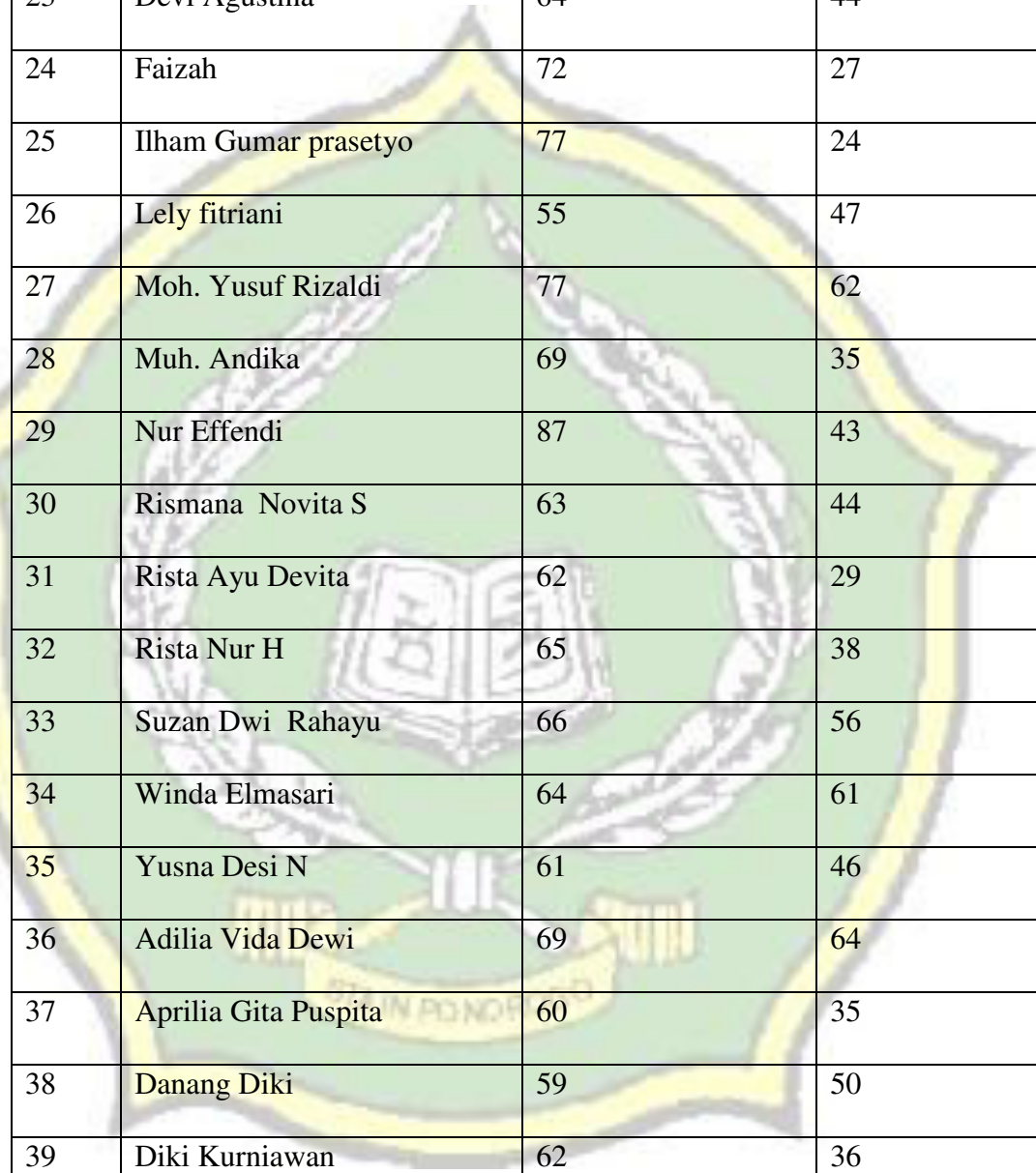| No | Score | Frequency |
|----|-------|-----------|
| 1 | 13 – 24 | 4 |
| 2 | 25 – 36 | 14 |
| 3 | 37 – 48 | 15 |
| 4 | 49 – 60 | 12 |
| 5 | 61 – 72 | 16 |
| 6 | 73 – 84 | 7 |
| 7 | 85 – 96 | 2 |

From the table above, it shows that the students' English achievement for the tenth grade students of SMA N 1 Jenangan have variation scores. The highest score is 93 and the lowest score is 13. There are any 16 students who get the score 61 – 72.

3. **Classroom climate (X) and students' English achievement (Y)**

The result of questionnaire about classroom climate and documentation of students' achievement are follow:

**4.3 Score of Classroom Climate and students' English achievement**

| No. | Name | X | Y |
|-----|------|---|---|
| 1 | Agung Pambudi | 72 | 65 |
| 2 | Anis Yulia | 59 | 63 |
| 3 | Ayuningtyas PD | 71 | 75 |
| 4 | Debi Marcelina | 58 | 70 |
| 5 | Edwin Nur Prasetyo | 61 | 74 |
| 6 | Erinda Lutfita | 67 | 72 |
| 7 | Indah Indar wati | 73 | 48 |
| 8 | Mei Puspita sari | 64 | 29 |
| 9 | Norman | 52 | 93 |
| 10 | Rendy Nurlelawati | 60 | 72 |
| 11 | Riska Damayanti | 59 | 76 |
| 12 | Riska Zulfa N | 77 | 53 |
| 13 | Riyanti Dwi Lestari | 74 | 35 |
| 14 | Shofratul Haniah | 63 | 35 |
| 15 | Siti Fauziah | 67 | 42 |
| 16 | Uswatun Nur annisa | 78 | 93 |
| 17 | Basofi Barohman | 72 | 34 |
| 18 | M.Mahfud | 63 | 40 |

| 19 | Adim Novalia R S | 73 | 39 |
|----|------------------|----|----|
| 20 | Anita | 64 | 63 |
| 21 | Atika Mujianti | 64 | 61 |
| 22 | Arica Nur Aprilia | 71 | 48 |
| 23 | Devi Agustina | 64 | 44 |
| 24 | Faizah | 72 | 27 |
| 25 | Ilham Gumar prasetyo | 77 | 24 |
| 26 | Lely fitriani | 55 | 47 |
| 27 | Moh. Yusuf Rizaldi | 77 | 62 |
| 28 | Muh. Andika | 69 | 35 |
| 29 | Nur Effendi | 87 | 43 |
| 30 | Rismana  Novita S | 63 | 44 |
| 31 | Rista Ayu Devita | 62 | 29 |
| 32 | Rista Nur H | 65 | 38 |
| 33 | Suzan Dwi  Rahayu | 66 | 56 |
| 34 | Winda Elmasari | 64 | 61 |
| 35 | Yusna Desi N | 61 | 46 |
| 36 | Adilia Vida Dewi | 69 | 64 |
| 37 | Aprilia Gita Puspita | 60 | 35 |
| 38 | Danang Diki | 59 | 50 |
| 39 | Diki Kurniawan | 62 | 36 |
| 40 | Eko S Diagung | 75 | 24 |
| 41 | Eva Dwi Karisma | 64 | 57 |
| 42 | Hestika Aulia Putri | 63 | 58 |

| 43 | Ika widya ningrum | 56 | 37 |
| 44 | Sahiltu Fahma | 61 | 41 |
| 45 | Sega Septiana | 71 | 70 |
| 46 | Tria Ningsih | 75 | 68 |
| 47 | Winda Berliana | 65 | 81 |
| 48 | Yana Virda Orelia | 81 | 41 |
| 49 | Indah Sri Rahayu | 64 | 56 |
| 50 | Moh Ridho Dwi M | 66 | 62 |
| 51 | Nia lutpiana | 63 | 58 |
| 52 | Rista Purnama Sari | 59 | 68 |
| 53 | Aan Purnomo | 51 | 52 |
| 54 | Agus Setyaningrum | 67 | 68 |
| 55 | Andik Dwi Saputra | 54 | 29 |
| 56 | Anisa Mabatul Q | 60 | 32 |
| 57 | Ayu Kusumastuti | 61 | 60 |
| 58 | Ida Nur Indah | 65 | 74 |
| 59 | Juanti | 69 | 57 |
| 60 | Kris Dianasari | 60 | 13 |
| 61 | Krisnatri Lestari | 73 | 36 |
| 62 | Melda Anggraeni | 66 | 42 |
| 63 | Miftakhul Aini | 68 | 26 |
| 64 | Muh Taufik Tri H | 52 | 55 |
| 65 | Nadya Bella | 65 | 74 |
| 66 | Septa Anggi | 65 | 76 |

| 67 | Siti Afifah | 65 | 72 |
|----|-------------|-----|-----|
| 68 | Susi Widyawati | 69 | 27 |
| 69 | Tita Eka Mayasari | 74 | 15 |
| 70 | Tri Ayu Larasati | 63 | 52 |
| | | **4604** | **3602** |

Based on the table abpe, it shows that the total core of classroom climate 4604, and the total of students' English achievement is 3602

## B. Data Analysis

### 1. Classroom Climatefor the tenth grade of SMA N 1 Jenangan in academic year 2015/2016

The researcher used a questionnaire to get the data about classroom climate and students' English achievement. It was delivered for the tenth grade of SMA N 1 Jenangan in academic year 2015/2016

After the researcher get the questionnaire answer, then reseracher must categorize an answer to the high categorize, medium categorize and low categorize. Before it, researcher determined the mean and standard deviation of answer questionnaire, it calculated below:[101]

$$Mx = \frac{\Sigma fx}{N} = \frac{4542}{70} = 64,889$$

$$SDx = \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2}$$

$$= \sqrt{\frac{302418}{70} - \left(\frac{4542}{70}\right)^2}$$

$$= \sqrt{4320,257 - 64,886^2}$$

---
[101]Appendix 15

$$= \sqrt{110{,}057}$$

$$= 10{,}152$$

From analysis above, it can be known that Mx = 64, 889 and SDx = 10,152. After it, determine categorizes of high, medium, and less for classroom climate of tenth grade of students of SMA N 1 Jenangan. The formula as follow:

$M_x$ + 1. $SD_x$ = High category

$M_x$ -1. $SD_x$ = Low category

The moderate category of classroom climate between high and low category. The formula of classroom climate could be explained clearly as formula below:

$M_x$ + 1.$SD_x$ = 64,886 + 1. (10,152)

= 75,038

= 75

$M_x$ - 1. $SD_x$ = 64, 886 – 1. (10,152)

= 54,734

= 55

From the explanation above, it can be known that 75 to up inside high category for classroom climate. Then score of 55 to bottom inside less category for it and score between high and low (75 – 55) including moderate category.

**Table 4.4 score category for classroom climate**

| No. | Score | Frequency | Percentage | Category |
|-----|-------|-----------|------------|----------|
| 1 | More 75 | 9 | 12,857 | High |
| 2 | 55 – 75 | 57 | 81, 429 | Medium |
| 3 | Less 55 | 4 | 5,714 | Low |
| | Total | 70 | 100 % | |

From category above, reseracher conclude that:

1) The percentage of classroom climate for high level is 12,857 %. Its mean that are 9 students categorized high category.

2) The percentage of classroom climate for medium level is 81, 429 %. Its mean that are 57 students categorized medium category.

3) The percentage of classroom climate for low level is 5,714 %. Its mean that are 4 students categorized low category.

2. **Students' English achievement for tenth grade students of SMA N 1 Jenangan in academic year 2015/2016**

The researcher used documentation to get the data and score about students' English achievement for the tenth grade students of SMA N 1 Jenangan academic year 2015/2016

After get the score of students' English achievement, then determined My and SDy to determine categorize include high, medium and low category. The analysis mean and standart deviation could be seen clearly below:[102]

$$M_y = \frac{\Sigma fy}{N} = \frac{3602}{70} = 51,457$$

$$SD_y = \sqrt{\frac{\Sigma fy^2}{N} - \left(\frac{\Sigma fy}{N}\right)^2}$$

$$= \sqrt{\frac{208270}{70} - \left(\frac{3602}{70}\right)^2}$$

$$= \sqrt{2975,2857 - 51,457143^2}$$

$$= \sqrt{327,4481}$$

---

[102]Appendix 16

= 18, 096

From the analysis above, it can be known that My = 51, 457 and SDy = 18, 096. To determine categorizes of high, medium, and low for students' English achievement of tenth grade students' of SMA N 1 Jenangan. The formula as follow:

Good category :

My + 1. SDy      = 51, 457 + 1. (18,096)

                 = 69, 553

                 = 70

My – 1. SDy      = 51, 457 – 1.(18,196)

                 = 33, 361

                 = 33

From explanation above, it can be known that 70 to up inside high category for students' English achievement. Then score 33 to bottom inside low category and score between high and low (70 – 33) including moderate category.

**Table 4.5 score category for students'English achievement**

| No. | Score | Frequency | Percentage | Category |
|-----|-------|-----------|------------|----------|
| 1 | More 70 | 14 | 20 | High |
| 2 | 33 – 70 | 45 | 64,286 | Medium |
| 3 | Less 33 | 11 | 15,714 | Low |
| | Total | | 100 % | |

From category above, researcher conclude that:

1) The percentage of students' English achievement for high level is 20 %. Its mean that there are 14 students categorized good mark of English subject.

2) The percentage of students' English achievement for medium level is 64,286 %. Its mean that there are 45 students categorized moderate mark of English subject.

3) The percentage of students' English achievement for low level is 15,714 %. Its mean that there are 11 students categorized low mark of English subject.

3. **The Correlation Between Classroom Climate and Students' English Achievement for Tenth Grade of SMAN 1 Jenangan in Academic Year 2015/2016**

   In this step, researcher used Pearson Correlation Product Moment Formula to get a result correlation both of X and Y variable. The determining explains as follows:

a. Determining Hyphotesis

   1) Null hypothesis ($H_0$)

      There is no significant correlation between classroom climate and students' English achievement for tenth grade of SMA N 1 Jenangan in academic year 2015/2016.

   2) Alternative Hypothesis (Ha)

      There is a significant correlation between classroom climate and students' English achievement for tenth grade of SMA N 1 Jenangan in academic year 2015/2016.

b. Determining an interval

   K        $= 1 + 3,3222 . \log n$

$$= 1 + 3{,}3222 \cdot \log 70$$

$$= 1 + 3{,}3222 \cdot 1{,}84509804$$

$$= 1 + 6{,}16278471$$

$$= 7{,}16278471$$

Variable X :

$$R \quad = H - L$$

$$= 87 - 51$$

$$= 36$$

$$I \quad = \frac{R}{K} = \frac{36}{7{,}16278471} = 5{,}02597823 = 6$$

The lowest interval is 51 – 56 and highest is 87 – 92.

Variable Y :

$$R \quad = H - L$$

$$= 93 - 13$$

$$= 80$$

$$K \quad = 1 + 3{,}3222 \cdot \log n$$

$$= 1 + 3{,}3222 \cdot \log 70$$

$$= 1 + 3{,}3222 \cdot 1{,}84509804$$

$$= 1 + 6{,}16278471$$

$$= 7{,}16278471$$

$$I \quad = \frac{R}{K} = \frac{80}{7{,}16278471} = 11{,}1688405 = 12$$

The lowest interval is 12 – 24 and the highest interval is 85 – 96.

c. Drawing up a setter diagram for variable x and y.[103]

d. Dtermining correction score for variable x and y ( $Cx'$ and Cy')

---

[103]Appendix 18

$$\text{Cx'} \quad = \frac{\Sigma fx}{N} = \frac{-76}{70} = -1,0857$$

$$\text{Cy'} \quad = \frac{\Sigma fy}{N} = \frac{+52}{70} = 0,743$$

e. Determining a standart of deviation

$$\text{SD}_x \quad = \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2}$$

$$= \sqrt{\frac{190^2}{70} - \left(\frac{-76}{70}\right)^2}$$

$$= \sqrt{2,71428517 - (-1,0857)^2}$$

$$= \sqrt{2,71428517 - (1,1787445)}$$

$$= \sqrt{1,53554067}$$

$$= 1,23916935$$

$$\text{SD}_y \quad = \sqrt{\frac{\Sigma fy^2}{N} - \left(\frac{\Sigma fy}{N}\right)^2}$$

$$= \sqrt{\frac{210^2}{70} - \left(\frac{+52}{70}\right)^2}$$

$$= \sqrt{3 - (0,743)^2}$$

$$= \sqrt{3 - 0,552049}$$

$$= \sqrt{2,447951}$$

$$= 1,56459292$$

f. Determining $r_{xy}$ score with a formula product moment correlation formula.

$$\text{R}_{xy} \quad = \frac{\frac{\Sigma x' y'}{N} - CX' CY'}{SDx' SDy'}$$

$$= \frac{\frac{132}{70}-(-1,0857)(+0,743)}{1,23916935 \ x \ 1,56459292}$$

$$= \frac{1,88571429 -(-0,8066751}{1,93879559}$$

$$= \frac{2,69238939}{1,93879559}$$

$$= 1,38869712$$

g. Giving interpretation by conculted $r_{xy}$ score with the significant standard 5% and 1 % of the coefficient correlation "r" product moment table.[104]

The result of formula above is consulted $r_{xy}$. If the degrees of freedom (df/db) = N − 2 = 70 − 68 for 5% significant is 0,232 and for 1% significant is 0,302. So, it shows that $r_{xy}$ = 1,389 ≥ r table = 0,232. Its mean, alternative hyphotesis is received and Null hyphotesis is rejected. In summary, there are any correlation between classroom climate and students' English achievement.
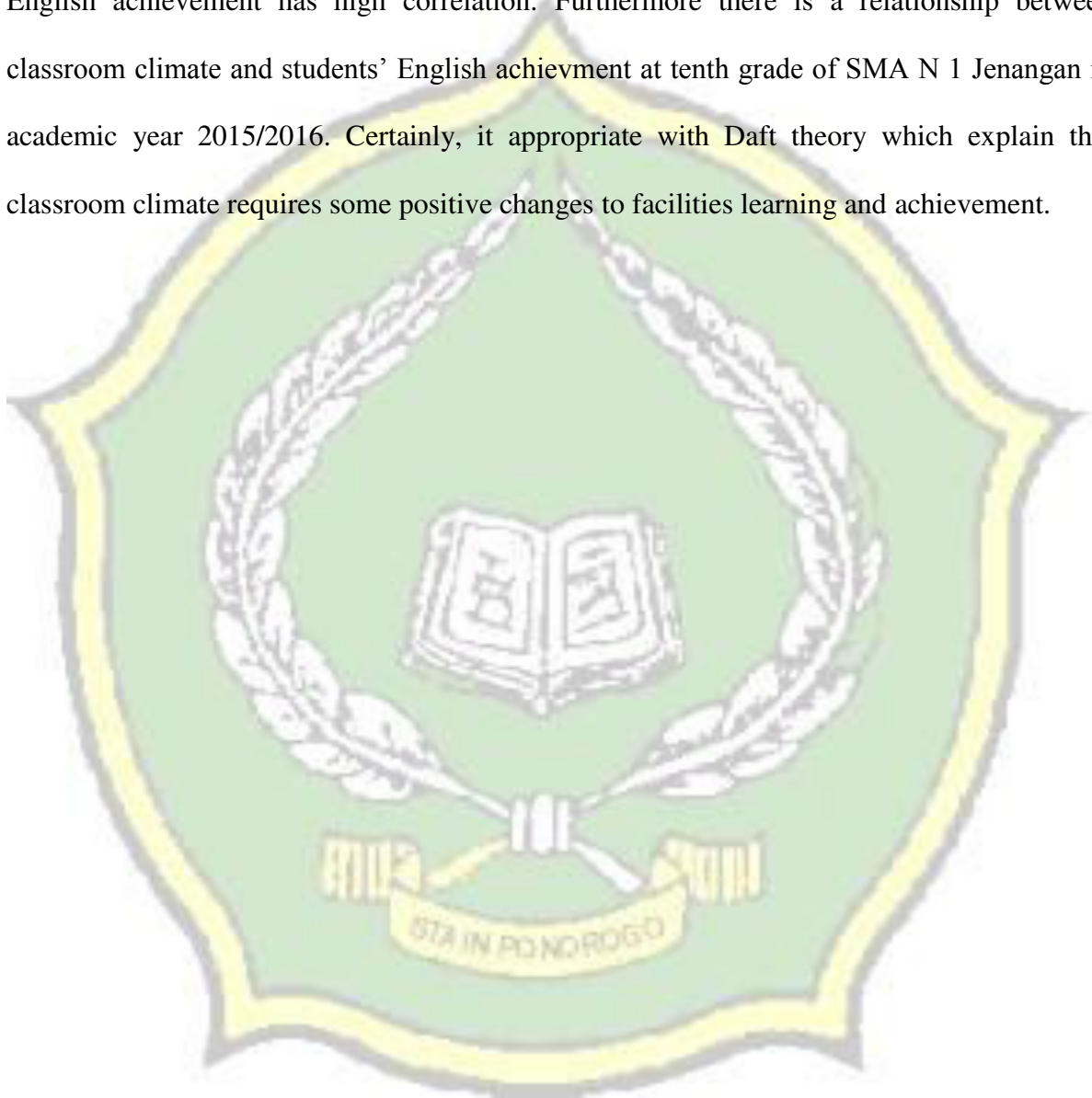
## C. Discussion

The researcher using questionnaire to collect the data. Thus, calculated the data. Before it researcher calculated the normality test. Based on the calculated that the data of classroom climate is normal because $a_1 \le$ D table = 0,0936 ≤ 0,1626 and the data of students' English achievment is normal also because $a_1 \le$ D table = 0,1531 ≤ 0,1626. After that resercher was calculated the mean score, the result of classroom climate is 10,152 and mean score of students' English achievement is 18,096.

Furthermore based on analyzing of data, it was known that the coefficient correlation product moment between classroom climate and students' English achievement is 1,389 with 70 total number of cases it shows positive result correlation.From the calculation above, it value of $r_{xy}$ table with th degrees of freedom

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[104] Appendix 8

(df/db) = N − 2 = 70 − 2 = 72 and the significant 5% = 0,232. In short, $r_{xy} \geq$ r table, 5% 1,389 ≥ 0,232.

From the statement above, its mean that alternative hypothesis was received and null hyphotesis was rejected. So, the $r_{xy}$ calculation shows that classroom climate and students' English achievement has high correlation. Furthermore there is a relationship between classroom climate and students' English achievment at tenth grade of SMA N 1 Jenangan in academic year 2015/2016. Certainly, it appropriate with Daft theory which explain that classroom climate requires some positive changes to facilities learning and achievement.

# CHAPTER V

# CLOSING

## A. Conclusion

Based on the research which was explained above, thus can be concluded that there is a relationship between classroom climate and students' English achievement. It was evidenced that alternative hypothesis (Ha) was received and null hyphotesis ($H_0$) was rejected. The value of $r_{xy}$ is 1,389, resercher using significant 5% = 0,232. So, $R_{xy} \geq$ r table, 5% = 1,389 $\geq$ 0,232. Its mean that there are any high relationship between classroom climate and students' English achievement at tenth grade of SMA N 1 Jenangan in academic year 2015/2016.

## B. Recommendation

After conducting the research, the researcher gives some suggestion for teacher and students as follows:

1. For teacher

   1) Teacher should more attention the classroom condition includes the themperature, lighting, classroom decoration, ventilation and students' seat arrangements.

   2) Teacher should changes the students' seat arrangemet once in two or three month.

   3) Teacher should keep control the students' activities.

   4) Teacher should wise in the classroom, does not regard different one student to anothers. 70

   5) Teacher should keep relation with students.

2. For students

    1)  Students are hope more creative to arrange the classroom decoration.

    2)  Students are hope keep the relation between students- teacher and student- students.

    3)  Students are hope more attention the classroom condition also

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