

**THE CORRELATION BETWEEN CLASSROOM  
ENVIRONMENT AND ENGLISH PROFICIENCY OF THE  
ELEVENTH GRADERS OF SMAN 10 PALEMBANG**

**A Thesis By:**

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**English Education Study Program**



**LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY PALEMBANG 2024**

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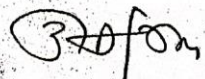


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### DECLARATION

I, the undersigned,

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Certify that the thesis entitled "The Correlation between Classroom Environment and English Proficiency of The Eleventh Graders of SMAN 10 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 29 April 2024  
The Undersigned,



Aulia Putri Wardhana

## **DEDICATION**

This thesis is dedicated to:

My beloved parents, my family for always supporting my decisions, giving advice, believing me, loving me, and praying for me. I hope that this achievement will fulfill the dreams and hopes they had for me.

## **MOTTOES**

“Allah does not require of any soul more than what it can afford. All good will be for its own benefit, and all evil will be to its own loss.”

-Q.S. Al-Baqarah, 2:286-

“The only person who is educated is the one who has learned how to learn and change.”

-Carl Rogers-

“Learning is the key that unlocks the treasure of the mind, revealing the boundless riches of human potential.”

-The writer-

“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.”

-Henry Ford-

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The writer, Aulia Putri Wardhana

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**ABSTRACT**

An engaging classroom environment is crucial for fostering effective learning experiences. It serves as the foundation for facilitating meaningful interactions between teachers and students. A conducive classroom environment is essential for facilitating effective learning experiences and also good grades. This study wants to prove whether classroom environment really correlates with the English proficiency of the eleventh graders of SMAN 10 Palembang. This study discusses 5 aspects of classroom environment in students' English proficiency. The 5 aspects are teacher talk, teacher talking time, voice management, physical presence, and setting arrangement. This research is correlational quantitative research that aims to determine whether there is a significant relationship between classroom environment and English proficiency. The sample of this study was 227 eleventh graders from SMAN 10 Palembang using purposive sampling. The research instrument was a classroom environment that focused on Questionnaire on Teacher Interaction (QTI) and documentation of students' English scores, which were analyzed using The Pearson Product Moment correlation in SPSS. This research shows that the eleventh graders of SMAN 10 Palembang have a good level of English score. The findings show that there is a significant correlation between classroom environment and English proficiency ( $p$ -value = 0.000 and  $r$ -obtained = 0.662). Additionally, the regression analysis showed that classroom environment contributed 43.9% to English proficiency. However, researchers hope that other researchers will focus more on learning to research classroom environment and English proficiency to make quality human resources in the field of education.


**Keywords:** *Classroom Environment, Teacher Talk, Teacher Talking Time, Voice Management, Physical Presence, Setting Arrangement, English Proficiency*

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## CHAPTER I

### INTRODUCTION

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

#### **1.1 Background of the Study**

English is one of the most commonly used languages globally, functioning as a universal medium for communication, business, trade, mass, entertainment, the sciences, technology, and diplomacy (Parupalli, 2019). Its widespread usage has made English Proficiency a valuable skill in various aspects of life, from international relations to personal interactions. Exploring the background of the English language involves delving into its history, evolution, and global significance. It serves as a bridge connecting people from diverse cultural backgrounds, allowing for effective communication and fostering a sense of global interconnectedness.

This is why English is referred to as the common language, or *lingua franca*. A *lingua franca* is a shared language employed for communication among individuals who do not speak the native language of their respective countries. Mauranen and Ranta (2009) state that "English has undeniably solidified its position as the worldwide *lingua franca*, and in this capacity, it has become emblematic of our era, alongside globalization, interconnectedness, economic integration, and the internet." English has been taken on this role, serving as a bridge language that enables individuals from different linguistic backgrounds to communicate effectively.

According to Bolton (2008), the importance and prevalence of English in the Asian region have increased, leading to the emergence and development of distinct varieties of Asian English, which have played an essential part in the global story of English in recent years. Conducting a study on world English in the expanding circle of countries such as Indonesia is important (Fransisca & Subekti, 2022). Indonesia stands out as one of the select nations globally where English serves as a *lingua franca*. Language constitutes the most vital aspect of existence

for all beings (Language Development). From this definition, language is vital in human life at all times and places because humans need to communicate with other people, which usually occurs daily. English has gained significant importance in Indonesia. It is taught in schools as a second language, and many Indonesians, especially in urban areas and within the business and tourism sectors, have a good command of English. It is important to note that English is commonly used in Indonesia due to its diverse population and popularity as a tourist destination. This allows for effective communication with individuals of varying native languages.

According to Mauranen and Ranta (2009), English has undoubtedly confirmed its position as the dominant global interface language. Individuals use a foreign language to communicate across national boundaries or with people from different cultural backgrounds. This may include tuning in to broadcasts, perusing books or newspapers, participating in commerce, or embarking on journeys. Among all foreign languages, English is the most widely studied and spoken. The primary objective of teaching and learning English is to enable students to respond to the teacher's instructions in class effectively. English is commonly used for communication in various international or global contexts, including business, economics, education, politics, industry, science, and technology.

Proficiency refers to a person's skill level in using a language (Ariastuti & Wahyudin, 2022). It encompasses proficiencies in a range of academic fields, including mathematics, science, language arts, and social studies. This study will be focused on English proficiency. Li et al. (2010) state that empirical studies suggest that English proficiency is crucial for international students to complete their studies in English-medium institutions, particularly for those whose first language is not English. International students' potential for academic success may be affected by culture-specific and cross-cultural issues, such as academic culture shock resulting from differences in education systems, lecture styles, student-teacher relationships, and English proficiency. Wei and Elias (2011) states that many factors, such as motivation, can cause students' low academic proficiency. However, another factor that can influence students' academic abilities is the

environment around them, including parents, economic conditions, family status, home environment, and classroom atmosphere.

In the teaching and learning process, there is a difference in the performance of the students. It is due to several factors that affect students' academic performance. There are several factors that can influence students' academic achievement, such as gender differences, teacher qualifications and teaching methods, classroom situations, socio-economic conditions, and family educational experiences (Mushtaq & Khan, 2012). According to Jayanthi et al. (2014), some of the factors that influence pupils' academic achievement are age, influence of peers, course assessment, class attendance, class size, and eligibility.

The classroom environment in which teachers introduce academic concepts to students is one of the factors that influences student academic achievement. Effective teachers can plan and prepare their work, possess knowledge of their teaching materials, and have a clearly defined pedagogy. Effective teachers facilitate student learning through interactive instruction and increase student achievement by promoting active learning (Tefo & Dibapile, 2012). Encouraging understanding, friendliness, and collaboration is crucial among teachers, students, and fellow students. Efficiency in classroom management involves structured learning planning, effective learning strategies, a well-organized, efficient teaching and learning process, and so on (Kapur, 2018). The classroom functions as a microcosm of society, where the interests of its members can impact the behavior of others. Physical and psychosocial conditions are manifested in the classroom environment. The classroom environment plays an integral part in students' educational success. The classroom environment profoundly impacts students' learning experiences, engagement, and overall academic success.

So, the classroom environment significantly influences students' academic proficiency, motivation, and overall well-being. Educators prioritize creating a positive and engaging classroom setting, providing students with the foundation they need to thrive academically and personally. In addition, in an adequate classroom context for learning English as a foreign language (EFL), as Islam (2017) state that factors like teachers' beliefs, teacher talk, questioning, diversity and



complexity of the ELT classroom, classroom values, and individual learner differences require thoughtful attention, irrespective of teaching methods and approaches. This means that all teachers operate in a classroom environment that may be remote, and they can manage the classroom to ensure that learning is at its best. Teachers can modify their environment to attain these results, underscoring the importance of teachers closely monitoring the classroom environment to effectively guide their students towards success.

It is generally agreed that effective teaching involves smooth communication of teachers, students, and fellow students. Optimal classroom productivity occurs when there is effective collaboration of teachers and students. Therefore, the teacher's role is crucial to the success of language learning. Teachers must provide adequate support. Teachers can create a positive classroom environment by providing adequate support and encouraging students to behave well and stay motivated.

This research combines two variables: the classroom environment and students' English skills. The purpose of this study is to examine the relationship between the quality of the classroom environment and students' English language proficiency. This is based on the assumption that a good classroom environment can potentially help students to develop and speak the language. The study of the relationship between the classroom environment and English language proficiency is essential to the improvement of educational practices and outcomes.

Research on the relationship between the classroom environment and students' English language proficiency is important in the field of education. Understanding the correlation of these two factors is vital to improving the quality of education. Educators and policymakers can gain valuable insights by delving into the nuances of how the classroom setting influences language development. Furthermore, the findings of such a study can play a pivotal role in shaping teacher professional development programs, empowering educators with the knowledge to refine instructional methods and create supportive atmospheres. This research contributes to a deeper understanding of the factors influencing students' English

proficiency. It offers tangible avenues for enhancing teaching practices, ultimately fostering an enriched educational experience for students.

Previous research has shown that the classroom environment helps students learn to speak English. By this, Padli's (2017) research shows that a p-value of .137 surpassing the .05 threshold indicates the acknowledgment of the null hypothesis ( $H_0$ ) and the dismissal of the alternative hypothesis ( $H_1$ ). The study concludes that there is a remarkable correlation between how students are taught and how they perform in English, which needs to be improved.

A study by Hafizah Pratiwi (2019) entitled 'The Correlation of Students' Perspective of Teacher's Interpersonal Behavior and Students' English Achievement at State Islamic Senior High School 2 Pekanbaru' reveals that the findings from this study reveal that the obtained significance value (sig.r) is 0.285, surpassing the alpha value of 0.05. In summary, there is no significant correlation.

Another study by Mei Afriani (2017) entitled 'The Correlation of Classroom Environment and Academic Achievement of English Education Study Program Students of UIN Raden Fatah Palembang' reveals that the correlation coefficient (r) measured 0.296, surpassing the critical value (r-table) of 0.1059, and the level of significance (p) was 0.000. This suggests that the null hypothesis ( $H_0$ ) is being rejected, while the alternative hypothesis ( $H_1$ ) is being accepted. So, there was a significant correlation.

The last previous study was conducted by Adi Irawan (2020) entitled 'The Correlation of Classroom Environment and Students' English Achievement' reveals that the correlation analysis examining the relationship of students' academic performance in English and their physical classroom environment revealed a p-value of .034. This suggests that there is a significant relationship between the classroom environment and the English language proficiency of the students.

The researcher chose the eleventh graders of SMAN 10 Palembang because the researcher thinks that the classroom environment can influence students' learning, including their English language skills. Therefore, the purpose of this study is to determine the extent to which the physical conditions and atmosphere of the classroom are related to the level of students' English proficiency. Second,

understanding these relationships can provide valuable insights for developing more effective learning strategies. Educators and education providers can design environments that better support English language learning by knowing how much the classroom environment can influence students' English language skills.

From this explanation, researchers believe that the classroom environment significantly influences students' English language skills. The better students perceive the classroom environment, the better their learning achievement. As Kekare (2015) mentioned that a comfortable and supportive classroom environment can inspire students to enhance their academic performance and facilitate learning. Therefore, the researcher is interested in finding out if there is a significant relationship between the classroom environment of the students and their level of English proficiency. This study is titled 'The Correlation of Classroom Environment and English Proficiency of the Eleventh Graders of SMAN 10 Palembang.'

## **1.2 Problems of the Study**

Based on the statement above that has been discussed, this research limits the discussion by stating the research problem formulated to:

1. Is there any significant correlation between classroom environment and English proficiency of the Eleventh graders of SMAN 10 Palembang?
2. Does the classroom environment significantly contribute to the English proficiency of the Eleventh graders of SMAN 10 Palembang?

## **1.3 Objectives of the Study**

Based on the problems of the study, this research has the objectives

1. To find out whether or not there is a significant correlation between classroom environment and English proficiency of the Eleventh graders of SMAN 10 Palembang.
2. To know whether or not the classroom environment significantly contributes to the English proficiency of the Eleventh graders of SMAN 10 Palembang.

#### **1.4 Significance of the Study**

For teachers, understanding the psycho-social environment of the classroom can increase awareness and help create better interactions in the classroom, as well as create a conducive learning atmosphere.

This research will help students build positive interactions of themselves and the teacher in class, which can improve the English language skills of eleventh-grade students at SMAN 10 Palembang in learning English.

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