

**THE CORRELATIONS AMONG STUDENTS' PERCEPTIONS OF
CLASSROOM ENVIRONMENT, MOTIVATION IN LEARNING
ENGLISH AND THEIR ENGLISH ACHIEVEMENT OF THE ELEVENTH
GRADE STUDENTS OF STATE SENIOR HIGH SCHOOLS IN
INDRALAYA**

A THESIS

by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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in Learning English and Their English Achievement of the Eleventh Grade Students of
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Certify that thesis entitled "The Correlations among Students' Perceptions of Classroom Environment, Motivation in Learning English and Their English Achievement of the Eleventh Grade Students of State Senior High Schools in Indralaya", is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, 2016

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DEDICATION AND MOTTOS

This thesis is especially dedicated to:

- ☺ *Allah SWT, thanks for everything You have given to me.*
- ☺ *My beloved parents, Abdul Rahman and Sunarti. Thank you for your unconditional love, continual patience, support, spirit, and prayer that always be a power of me to keep looking ahead. I am so grateful to be your daughter.*
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Mottos:

"Allah does not burden a soul beyond that it can bear". (Al-Baqarah: 286)

"Learn from yesterday, live for today, and hope for tomorrow". Albert Einstein

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The Writer

Elma Fathmawati

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THE CORRELATIONS AMONG STUDENTS' PERCEPTIONS OF CLASSROOM ENVIRONMENT, MOTIVATION IN LEARNING ENGLISH AND THEIR ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOLS IN INDRALAYA

ABSTRACT

This study was aimed at finding out whether or not there were significant correlations between: (1) the students' perceptions of classroom environment and students' English achievement, (2) each scale of the students' perceptions of classroom environment and students' English achievement, (3) students' motivation and students' English achievement, (4) each scale of the students' motivation and students' English achievement, (5) predictor variables and criterion variable. This study also investigated whether or not there were significant contributions of the predictor variables toward students' English achievement. This study involved 103 students selected randomly from 3 state senior high schools in 3 different sub-districts in Indralaya. The 'What Is Happening In this Class (WIHIC) questionnaire', motivation questionnaire, and an English test were used to collect the data which were analyzed statistically by using correlation and multiple regression analyses. The findings showed that there were significant correlations between: (1) the students' perceptions of classroom environment and their English achievement ($r = .297$), (2) five scales of the students' perceptions of classroom environment and their English achievement, (3) the students' motivation and their English achievement ($r = .312$), (4) all scales of the students' motivation and their English achievement, (5) combination of predictor variables and criterion variable ($r = .346$). There were also significant contributions of: (1) the students' perceptions of classroom environment and *Teacher Support* toward their English achievement, (2) the students' motivation and *Instrumental Motivation* toward their English achievement, (3) predictor variables toward criterion variable. In conclusion, the students' perceptions of classroom environment and students' motivation were significantly correlated to their English achievement.

Keywords: *Classroom Environment, Motivation, Students' English Achievement, Senior High School Students*

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CHAPTER I

INTRODUCTION

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

1.1 Background

English is an international language that is spoken in many countries throughout the world, including Indonesia. As Crystal (2003, as cited in Lauder, 2008, p. 10) claims, there are around 1,500 million speakers of English worldwide, including around 329 million L1 speakers, 430 million L2 speakers, and about 750 million speakers of English as a foreign language. English is also referred to the lingua franca of the world. According to Mauranen (2009, p. 1), “English has established its position as the global lingua franca beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalizations, networking, economic integration, and the internet”. It means English has a big impact to the society because it is widely used as a means of communication compared to any other languages that exist. The use of English as an international or global language has covered many areas such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture (Lauder, 2008).

In Indonesia, English is still a foreign language. As a consequence, especially in the remote area, Indonesian students use English only in a formal situation such as in the classroom during the lesson. According to Jackson (2013), English in Indonesia is rarely used in the daily activities or in the society. Even though in this global era, sometimes students talk each other by using English in their conversation, but they still have some mistakes in it, such as grammar error in their speech. As the Indonesian second language oral examination report (2013), some students in Indonesia still have a limited control of simple vocabulary, make frequent errors, speak with inaccurate rising intonation, and sometimes cannot be able to elaborate on ideas and opinions. Therefore in Indonesia, English has been extensively taught and implemented from junior high

school to college levels. Moreover, there are Indonesian elementary schools that include English as the local content subject. It is worth saying that the teaching of English from the early level (i.e., elementary school) is the effort to anticipate the trend of globalization and stiff competitiveness from other foreign countries. For example, in 2016, ASEAN holds AEC (Asean Economic Community) that opens the labor exchange as one of its vision. The competition in the labor exchange will increase because AEC will give opportunity to foreign labors to fill the variety of positions and professions in Indonesia if the Indonesian labors cannot compete with foreign labors. Therefore, having a good command in English is very essential for Indonesian students.

As the compulsory subject for the junior high and senior high school students, English is included in the final examination as officially stated in the Ministry of Education Decree No. 5/2015. The score of English subject in the national examination determines the performance of both the students and the school. The English national examination score is also important because the graduation percentage of a certain school is also determined by the students' English score. When most of the students in a certain school do not meet the requirement of passing grade for the English subject, the graduation percentage of school will be decreased. A recent study focusing on the students' English national examination score from 2010-2014 at SMKN 1 Teluk Keramat, Pontianak (Pratamawadi, Supardi, & Salam, 2015) showed that the students' English achievement did not show the promising result. Specifically, the English results of national examination from 2010 to 2014 showed an inconsistency result and it tended to show a negative progress.

The students' low English achievement can be caused by many factors. One factor which can influence students' English achievement is motivation. Motivation is a means that can influence someone to do something (Wei & Elias, 2011). Motivation may also influence students in learning English. As Brown (2001, p. 84) claims, "One of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom". Based on the study conducted by Dislen (2013) with the teachers

and students at an Anatolian High School in Adana, Turkey, one of the reasons of the 9th grade high school students' lack motivation in Adana was less conducive condition of classroom such as too much noise in the classroom, boring and colourless lessons, and traditional teaching method used. As Dislen (2013) acknowledges that the positive and supportive classroom and appropriate teaching's methods from the teachers have the great importance in raising students' motivation during the lesson.

Another factor which influences students' English achievement usually comes from the students' circle such as their parents, economic status, or classroom environment. Klem and Connel (2004) found that schools which provide some conditions including high standard for academic learning and conduct, meaningful and engaging pedagogy and curriculum, professional learning communities among the staff, and personalized learning environments are more likely to have students who are engaged in and connected to school. Based on Vygotsky's theory of social development (1978, as cited in Wei & Elias, 2011, p. 240), students' learning development can be determined by the classroom environment. Vygotsky (1978, as cited in Wei & Elias, 2011, p. 240) says that classroom environment is the culture that can be the place to study and learn about knowledge. Some activities in students' learning development such as interactions between teacher and students, and among the students themselves occur in the classroom. Furthermore, the study conducted by Rahmi and Diem (2014) to the 8th graders of state junior high schools in Palembang found that students' perceptions of classroom environment were correlated positively to students' English achievement. It means that the higher classroom environment as perceived by the students is, the better their English achievement will be.

Being taken into the consideration the students' low English achievements, the roles of motivation and the other factors such as students' perceptions of classroom environment are very important. Therefore, students who fail the English subject is probably because they do not engage in classroom activities sufficiently. A recent study done by Astuti (2013) to the students from two schools in a small town in West Sumatera claimed that teachers' rapport with their

students and the teachers' planning decisions played very important roles in motivating the students in learning the language. Moreover, Johansson (2010) in the secondary school in Sweden found that the interaction between the students and their teacher was the major source of motivation. Johansson (2010) concluded that the way teacher teaches the students can inspire the students' motivation. Therefore, classroom environment plays an important role in students' English learning development since it is the place where process of learning occurs.

Students' lack of motivation that is caused by the classroom environment as explained previously can affect the students' achievement in learning English. As Li and Pan (2009, p. 127) claimed in their study conducted in China, students who had the higher motivation in learning English achieved greater success while those lacking motivation made no attempt in learning and they often led failure in exam.

In this study, the writer is interested in investigating the correlation between classroom environment and students' motivation in learning English. A study done by Wei and Elias (2011) to the 140 Form Four students of the secondary school in Malacca found that majority of the students perceived their classroom as having affiliation and they were extrinsically motivated. Another study done by Haqza (2014) who did her research by involving 32 students of the second year students at MA Darel Hikmah Pekanbaru as the sample proved that there is a significant correlation between students' perception of classroom environment and motivation in learning English, and it gave the effect to their achievement. In this study, the writer wants to see whether or not there is a significant correlation among classroom environment, students' motivation in learning English, and their English achievement by conducting a study entitled: **“The Correlations among Students' Perceptions of Classroom Environment, Motivation in Learning English and Their English Achievement of the Eleventh Grade Students of State Senior High Schools in Indralaya.”**

1.2 Research Questions

The problems of the study are formulated in the following research questions:

1. Is there any significant correlation between students' perceptions of classroom environment and English achievement of the eleventh grade students of state senior high schools in Indralaya?
2. Is there any significant correlation between each scale of students' perceptions of classroom environment and English achievement of the eleventh grade students of state senior high schools in Indralaya?
3. Is there any significant correlation between students' motivation in learning English and English achievement of the eleventh grade students of state senior high schools in Indralaya?
4. Is there any significant correlation between each scale of students' motivation in learning English and English achievement of the eleventh grade students of state senior high schools in Indralaya?
5. Is there any significant correlation between the combination of predictor variables (students' perceptions of classroom environment and motivation) and criterion variable (English achievement) of the eleventh grade students of state senior high schools in Indralaya?
6. Is there any significant contribution of the students' perceptions of classroom environment and each scale of the students' perceptions of classroom environment toward the English achievement of the eleventh grade students of state senior high schools in Indralaya?
7. Is there any significant contribution of the students' motivation in learning English and each scale of the students' motivation in learning English toward the English achievement of the eleventh grade students of state senior high schools in Indralaya?
8. Is there any significant contribution of the combination of predictor variables (students' perceptions of classroom environment and motivation) toward the criterion variable (English achievement) of the eleventh grade students of state senior high schools in Indralaya?

1.3 Objectives of the Study

Based on the research questions, the objectives of this study are:

1. to find out whether or not there is a significant correlation between students' perceptions of classroom environment and English achievement of the eleventh grade students of state senior high schools in Indralaya.
2. to find out whether or not there is a significant correlation between each scale of students' perceptions of classroom environment and English achievement of the eleventh grade students of state senior high schools in Indralaya.
3. to find out whether or not there is a significant correlation between students' motivation in learning English and English achievement of the eleventh grade students of state senior high schools in Indralaya.
4. to find out whether or not there is a significant correlation between each scale of students' motivation in learning English and English achievement of the eleventh grade students of state senior high schools in Indralaya.
5. to find out whether or not there is a significant correlation between the combination of predictor variables (students' perceptions of classroom environment and motivation) and criterion variable (English achievement) of the eleventh grade students of state senior high schools in Indralaya.
6. to find out whether or not there is a significant contribution of the students' perceptions of classroom environment and each scale of the students' perceptions of classroom environment toward the English achievement of the eleventh grade students of state senior high schools in Indralaya.
7. to find out whether or not there is a significant contribution of the students' motivation in learning English and each scale of the students' motivation in learning English toward the English achievement of the eleventh grade students of state senior high schools in Indralaya.
8. to find out whether or not there is a significant contribution of the combination of predictor variables (students' perceptions of classroom environment and motivation) toward the criterion variable (English

achievement) of the eleventh grade students of state senior high schools in Indralaya.

1.4 Significance of the Study

The writer hopes this study will give good contribution for education especially English education in Indonesia. Hopefully, it will give information for the teacher about the importance of the role of classroom environment to students' motivation. Then, it is hoped that this study will help students to know about the importance of their interaction and participation among themselves and teachers to their motivation in learning English. Finally, for the writer herself, this study will be an invaluable experience to increase her knowledge and apply it in creating an ideal classroom environment for her students later.

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