

**THE CORRELATION BETWEEN CLASSROOM CLIMATE AND
READING PERFORMANCE OF THE EIGHTH GRADE STUDENTS OF
JUNIOR HIGH SCHOOLS IN KERTAPATI SUBDISTRICT**

A Thesis by

ANDIKA PUTRA PRATAMA

Students Number: 06011381520061

English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA
2019**

THE CORRELATION BETWEEN CLASSROOM CLIMATE AND
READING PERFORMANCE OF THE EIGHTH GRADE STUDENTS OF
JUNIOR HIGH SCHOOLS IN KERTAPATI SUBDISTRICT

A Thesis by
Andika Putra Pratama
06011381520061
English Education Study Program
Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
2019

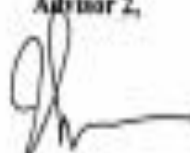
Approved by,

Advisor 1,

Advisor 2,



Erlina, S.Pd., M.Pd., M.Ed.
NIP. 197409082000122001



Hesti Wahyuni Anggraini, S. Pd., M. Pd.
NIP 1986009282014032001

Certified by,

Head of Language and Arts
Education Department,



Dr. Didi Suhendi, M. Hum.
NIP. 196910221994031001

Coordinator of English Education
Study Program,



Hariawan Putera Java, S.Pd., M.Pd
NIP 197408022002121003

**THE CORRELATION BETWEEN CLASSROOM CLIMATE AND
READING PERFORMANCE OF THE EIGHTH GRADE STUDENTS OF
JUNIOR HIGH SCHOOLS IN KERTAPATI SUBDISTRICT**

A Thesis by

Andika Putra Pratama

06011381520061

This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Thursday
Date : December 26th, 2019

EXAMINATION COMMITTEE APPROVAL:

- | | | |
|----------------|--|---|
| 1. Chairperson | : Erlina, S.Pd., M.Pd., M.Ed. |  |
| 2. Secretary | : Hesti Wahyuni Anggraini, S. Pd., M. Pd |  |
| 3. Member | : Soni Mirizon, Ma., Ed.D. |  |
| 4. Member | : Dr. Rita Inderawati, M.Pd. |  |
| 5. Member | : Drs. Muslih Hambali, MLIS. |  |

Palembang, December 2019

Certified by,
Coordinator of English Education Study Program



Hariswan Putera Java, S.Pd., M.Pd

NIP 197408022002121003

DECLARATION

I, the undersigned,

Name : Andika Putra Pratama

Student's Number : 06011381520061

Study Program : English Education

Certify that thesis entitled "The Correlation Between Classroom Climate and Reading Performance of the Eighth Grade Students of Junior High Schools in Kertapati Subdistrict" 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.

Palembang, December 2019


Andika Putra Pratama
NIM 06011381520061

ACKNOWLEDGMENTS

This thesis was written to fulfill one of the requirements to accomplish Undergraduate Degree (S1) at English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would like to express his great-sincere gratitude to God, the almighty for the blessing and mercies so that this thesis could be finished.

The deepest gratitude and great appreciation are expressed to the writer's advisors, ibu Erlina, S.Pd., M.Pd., M.Ed. and ibu Hesti Wahyuni Anggraini, S.Pd., M.Pd., who have given their valuable advice, guidance, and time in the process of writing this thesis.

This thesis also would not be finished perfectly without the help and support from many people. Therefore, the writer would like to owe the enormous debt of gratitude to; first, My parents for their endless love and support, especially to my mother and father (Rusminarni & Sugiyo). Thank you for every sacrifice that you have done to me. Second, thankfulness also goes to all my friends in English education study program who cannot be mentioned here one by one, especially to Fairuz and Nurvira for togetherness and the crazyness and also Dini, Chrita, Nizar, Alde and Caisar, Ismi and Visca thank you for your help, support and advice. Last, but not least, for all member of Talking Zero, big thank for all member and thank for all stupidity.

Palembang, December 2019

The Writer

ANDIKA PUTRA PRATAMA

06011381520061

TABLE OF CONTENTS

TITLE PAGE	
CERTIFICATION PAGES	
DECLARATION	
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
LIST OF APPENDICES	vi
ABSTRACT	vii
CHAPTER I INTRODUCTION	
1.1 Background.....	1
1.2 Problems of the Study	5
1.3 Objectives of the Study	5
1.4 Significance of the Study	5
CHAPTER II LITERATURE REVIEW	
2.1 Reading Performance	7
2.2 The Major Types of Reading.....	7
2.3 Level of Reading Comprehension	8
2.4 Classroom Climate	9
2.5 The Relationship Between Classroom Climate and Reading Performance	15
2.6 Previous Study	16
2.7 Hypothesis of the Study	18
2.8 Hypothesis Testing	19
CHAPTER III METHODOLOGY	
3.1 Method of the Study	20
3.2 Variables of the Study	20
3.3 Operational Definitions	20

3.4 Population and Sample.....	21
3.5 Technique for Collecting the Data.....	23
3.6 Validity and Reliability	26
3.7 Technique for Analyzing Data	27

CHAPTER IV FINDINGS AND INTERPRETATIONS

4.1 Findings of the Study	30
4.1.1 Results of WIHIC Questionnaire.....	31
4.1.2 The Results of Students Reading Performance.....	31
4.2 Statistical Analysis	32
4.2.1 Normality Test	32
4.2.2 Homogeneity Test.....	33
4.2.3 Correlation Between Classroom Climate and Reading Performance.....	34
4.2.4 Correlation Between Seven Aspect of WIHIC Questionnaire and Students' Reading Performance	35
4.2.5 The Differences in Reading Performance of Eighth Grade Students of Junior High Schools in Kertapati Subdistrict	36
4.2.6 The Differences in Classroom Climate of Eighth Grade Students of Junior High Schools in Kertapati Subdistrict.....	40
4.3 Interpretation	45

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	50
5.2 Suggestions	51
REFERENCES	52

LIST OF TABLES

Table 1. Aspect Description and Example Items of the WIHIC Questionnaire ..	10
Table 2. Types of Sitting Arrangement	12
Table 3. Population of the Study	22
Table 4. The Sample of the Study	23
Table 5. The Specification of WIHIC Questionnaire	24
Table 6. Reading Level Test	25
Table 7. The Result of Reading Level Test	25
Table 8. Classroom Climate Questionnaire Interval	27
Table 9. Students' Reading Test Score Interval	28
Table 10. The Degree of Correlation Coefficient	29
Table 11. Descriptive Statistic of WIHIC Questionnaire	30
Table 12. Descriptive Statistic of Students' Reading Performance	31
Table 13. The Result of Normality Test	33
Table 14. The Result of Homogeneity	33
Table 15. The Result of Correlation Between Classroom Climate and Reading Performance	34
Table 16. The Correlation Between Seven Aspects of WIHIC Questionnaire and Reading Performance	35
Table 17. Descriptive Statistic of Reading Performance of Junior High Schools in Kertapati Subdistrict	36
Table 18. Descriptive Statistic of Students' Reading Performance of SMP Negeri 12 Palembang	38
Table 19. Descriptive Statistic of Students' Reading Performance of SMP Bina Jaya Palembang	39
Table 20. Descriptive Statistic of Students' Reading Performance of SMP Muhammadiyah 8 Palembang	39
Table 21. Descriptive Statistic of Classroom Climate of the Eighth Grade Students of Junior High Schools in Kertapati Subdistrict	40

Table 22. Descriptive Statistic of WIHIC Questionnaire in SMP Negeri 12	
Palembang	42
Table 23. Descriptive Statistic of WIHIC Questionnaire in SMP Bina Jaya	
Palembang	43
Table 24. Descriptive Statistic of WIHIC Questionnaire in SMP Muhammadiyah	
8 Palembang	44

LIST OF APPENDICES

APPENDIX	A	: Usul Judul Skripsi
APPENDIX	B	: Surat Keputusan Dekan Tentang Judul dan Pembimbing Skripsi
APPENDIX	C	: Approval for Research Design Seminar
APPENDIX	D	: Research Design Seminar Completion Letter
APPENDIX	E	: Research Design Seminar Suggestion List
APPENDIX	F	: Approval for Preliminary Research Report Seminar
APPENDIX	G	: Preliminary Research Report Completion Letter
APPENDIX	H	: Preliminary Research Report Suggestion List
APPENDIX	I	: Approval for Final Examination Seminar
APPENDIX	J	: Surat Penelitian
APPENDIX	K	: Thesis Consultation Card
APPENDIX	L	: Classroom Climate Questionnaire
APPENDIX	M	: Reading Comprehension Test
APPENDIX	N	: Normality Test of the Questionnaire and Reading Test
APPENDIX	O	: Homogeneity Test of the Questionnaire and Reading Test
APPENDIX	P	: The Result of Try out of WIHIC Questionnaire
APPENDIX	Q	: The Result of Try out of Reading Comprehension Test
APPENDIX	R	: Reliability and Validity of Questionnaire
APPENDIX	S	: Reliability and Validity of Reading Comprehension Test
APPENDIX	T	: The Result of Reading Comprehension Test
APPENDIX	U	: The Result of WIHIC Questionnaire
APPENDIX	V	: The Correlation Between Classroom Climate and Reading Performance
APPENDIX	W	: The Correlation Between Seven Aspects of Classroom Climate and Reading Performance
APPENDIX	X	: The Significant Difference of Reading Performance of Each Junior High Schools in Kertapati Subdistrict
APPENDIX	Y	: The Significant Difference of Classroom Climate of Each Junior High Schools in Kertapati Subdistrict

THE CORRELATION BETWEEN CLASSROOM CLIMATE AND READING PERFORMANCE OF THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOLS IN KERTAPATI SUBDISTRICT

ABSTRACT

This aims of the study were to find out whether or not ; (1) there was a significant correlation between classroom climate and reading performance of the eighth grade students of junior high schools in Kertapati subdistrict, (2) there was a significant difference of reading performance of the eighth-grade students of junior high schools in Kertapati subdistrict based on the school's accreditation, (3) there was significant difference in classroom climate of the eighth-grade students of junior high schools in Kertapati subdistrict based on the school's accreditation. There were 162 students which chosen purposively. Twenty four questions of reading comprehension test and fifty six items of classroom climate test were administered to the samples. The result of Pearson Product Moment Correlation Coefficient showed that (1) there was no significant correlation between classroom climate and reading performance ($p\text{-value} > 0.05$, $p\text{-value}=0.104$, $N=162$), Because there was no significant correlation between two variables, it means that classroom climate did not correlate with the students' reading performance but among seven aspects of classroom climate, there were two aspects significantly correlated with reading performance although in weak category (*Teacher support* = .180 and *Equity*=.171). (2) there was a significant difference of reading performance of the eighth grade students of junior high schools in Kertapati subdistrict based on school accreditation ($p\text{-value} = .000$). (3) there was no significant difference of classroom climate of the eighth-grade students of junior high schools in Kertapati subdistrict based on the school's accreditation ($p\text{-value}= .517$).

Keyword: *correlation, classroom climate, and reading comprehension*


A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

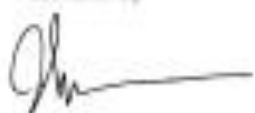
Name : Andika Putra Pratama
NIM : 06011381520061

Approved by,

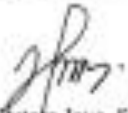
Advisor 1,

Advisor 2,


Erlina, S.Pd., M.Pd., M.Ed.
NIP. 197409082000122001


Hesti Wahyuni Anggraini, S. Pd., M. Pd.
NIP 1986009282014032001

Certified by,
Coordinator of English Education Study Program,


Haniwan Puspa Jaya, S.Pd., M.Pd
NIP 197408022002121003

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 of the Research

Reading is an active cognitive interacting process with print and monitoring comprehension to find meaning (Bromley .2007). Reading plays a vital role in the education of any student. No matter the country, culture, or region, students learn to read and then read to learn something new. By reading, students learn and get new information and students can gain other skills such as speaking, writing, and enrich the vocabulary knowledge. The more they read, the more knowledge of the world is obtained.

In terms of teaching and learning in Indonesia, standard competence of reading in 2013 curriculum for junior high school students grade eighth states that the students should be able to understand the meaning of written short functional texts and essays in the form of message, greeting card, notice, recount, descriptive and narrative.

The survey done by PISA (2015) (Programme for International Student Assessment) showed that Indonesian students' reading performance was still below the average score of OECD (Organization for Economic Co-operation and Development). Indonesia is ranked on the 69th out of 76th and has mean score of 397 in 2015 (OECD average score was 496). It means students' reading performance in Indonesia is still poor. Moreover, the study conducted by Central Connecticut State University in the US (2016) showed that Indonesia is the second worst among the world's 61th most literate nations, only higher than Botswana.

In terms of English proficiency, the position of Indonesia is in the 51st rank among 88 countries with score of 51,58 (Educational First, 2018).

Educational First (2018) also stated that among the 11 provinces surveyed, South Sumatera received a low score of 47,38. The number of illiterate people is still very big, 154.032 people or 3,16% of the population (Department of Education of South Sumatera Province, 2008). In addition, the study from Diem, Sofendi, Purnomo, Ihsan and Vianty (2015) who did a study about students' functional reading achievement in Bahasa Indonesia, in Palembang city and from 184 students, found that only 12 students or 6.5% have good achievement, 20 students or 8.40% got very bad score, and no one got excellent achievement. It means that reading is still a problem for most Indonesian students, especially in Palembang.

Hidi (2001) states there are some factors which can affect students' reading performance such as reading interest or motivation and also students' learning environment including schools' infrastructure, etc. Furthermore, Prasetyono (2008) also states that there are factors that can influence reading skills; internal and external factors. Internal factor is the factor which comes from within students, it includes students' ability and reading habit. The external factor is the factor that comes from outside such as environment; family, society and school. As stated, there are environment, Miller and Cunningham (2006) state that there are some scopes of classroom environment such as physical environment, classroom climate, psychological environment, and role of the teacher in a classroom environment. Among those factors, one of them is classroom climate which means the students' learning environment such as the situation for students' learning and the interactions in the classroom ; interaction among the students and interaction between students and the teacher. Leone (2009) also defines classroom climate is the type of classroom environment involving shared perceptions of the students and teachers.

A positive classroom climate is needed in learning process and it also can be the key influence on student performance and motivation. It is in line with a study conducted by Kay Hawk, Cowley, Hill, and Sutherland (2002). They found that when a positive relationship exists, students are more motivated to

learn, more actively participate in their learning and the learning is likely to be more effective. In this part, teacher has an important role to create classroom climate where students are required to follow. Educators have a vital role in the smooth learning process of students. While whatever educators do will always be in vain if students cannot receive what is taught by educators because they are the subject of learning (Jaya, 2019). Therefore, classroom with high teacher support sometimes tend to have students who enjoy learning process and teacher who give a positive feedback will improve students' performance and make it as a motivation to get achievement (Patrick, Ryan, & Kaplan, 2007; Trickett & Moss, 1995). Lambert and McCombs (1998) also state that interacting to students in diverse perspectives and voices, respecting each other, and being a friend with students can get the goal of learning easily.

In terms of the relationship between classroom climate and reading performance, the study done by Mucherarh, Finch, & Smith (2014) entitle "Exploring the Relationship between Classroom Climate, Reading Motivation, and Achievement: A Look Into 7 Grade Classrooms", showed that reading development is affected by several factors, includes the reading motivation, external factors such as the climate of the reading classroom, climate competition, teacher support, and affiliation . From their study, teachers should create an condition of reading as a paired, an activity in which students and the teacher share their opinion with one another what they have read and their opinion about the material. Therefore, this sharing activity has the potential to reduce misunderstanding, reading activities become more interesting if teacher has a contribution to the discussion in learning process. Furthermore, the study conducted by Patrick, Ryan, and Kaplan (2007) with younger students, tested the relationship among classroom climate, motivation, and engagement among the 5th-grade students, and they found high teacher support is contributed to the students regulation strategies and also academic achievement.

In Palembang, there are 17 subdistricts. They are Alang-Alang Lebar, Bukit Kecil, Gandus, Ilir Timur I, Ilir Timur II, Ilir Barat I, Ilir Barat II, Kalidoni, Kemuning, Kertapati, Plaju, Sako, Seberang Ulu I, Seberang Ulu II, Sematang Borang and Sukaramé. According to Ministry of National Education and Culture (2018) there are 207 junior high schools in Palembang City. Based on the data from the Ministry of National Education and Culture (2018), the average score of English national examination in Palembang in 2017 is 44.66 and Kertapati subdistrict gets the lowest average which was 36.76 among the 17 subdistricts in Palembang. There are 13 Junior High Schools in Kertapati subdistrict that consists of 3 state junior high schools, 10 private junior high schools, among the 13 schools, only 3 schools (SMP Negeri 12, SMP Negeri 36, and SMP YWKA Palembang) get A accreditation and the rest is B with 6 schools and C with 4 schools. According to the Ministry of National Education and Culture, in 2017, from 13 junior high schools in Kertapati subdistrict, SMP Negeri 12 Palembang got the highest score of English national examination (41.56) and SMP Puja Handayani got the lowest score (34.28) of English national examination.

According to BAN SM (Badan Akreditasi Nasional Sekolah Menengah) (2017), there are several components that should be fulfilled by the school to get A accreditation such as content standard, process standard, graduate competence standard, teacher competence, facility and infrastructure, management, funding, and also assessment. Among 17 subdistricts in Palembang, most of schools in Kertapati subdistrict get C accreditation. There are factors that can influence why there are 4 junior high schools still get C accreditation such as lack of facility and infrastructure, lack of educators or teachers and also uncomfortable class condition. In terms of reading English performance, those schools are not well-equipped to support students' activities. Therefore, due to this condition, the writer want to know whether or not the student's low performance in reading might be correlated by the classroom climate of the school in Kertapati subdistrict

1.2 Problems of the Study

1. Is there any significant correlation between classroom climate and reading performance of the eighth-grade students of junior high schools in Kertapati subdistrict?
2. Is there any significant difference in reading performance of the eighth-grade students of junior high schools in Kertapati subdistrict based on the school's accreditation?
3. Is there any significant difference in classroom climate of the eighth-grade students of junior high schools in Kertapati subdistrict based on the school's accreditation?

1.3 The Objective of the Study

1. The objective of this study is to find out whether there is a significant correlation between classroom climate and reading performance of the eighth-grade students of junior high school in Kertapati subdistrict or not.
2. The objective of this study is to find out whether there is a significant difference in classroom climate of the eighth-grade students of junior high schools in Kertapati subdistrict based on the school's accreditation or not.
3. The objective of this study is to find out whether there is a significant difference in reading performance of the eighth-grade students of junior high schools in Kertapati subdistrict based on the school's accreditation or not.

1.4 The Significance of the Study

By doing this study, it is hoped that will be beneficial for people to gain more knowledge about the correlation between classroom climate and students' reading performance in Junior High School. It is also hoped that this study will provide important information to teachers of English regarding

the correlation between classroom climate and students' reading performance.
It can be useful as a reference for the next researcher.

REFERENCES

- Adelman, H. S. & Taylor, L. (2005). *Encyclopedia of School Psychology*. Retrieved from
[https://books.google.co.id/books?hl=id&lr=&id=2mU5DQAAQBAJ&oi=fnd&pg=PP1&dq=Adelman,+H.+S.+%26+Taylor,+L.+\(2005\).+Classroom+Climate.+In:+Lee,+S.+W.,+Lowe,+P.+A.+%26+Robinson+E.+\(Eds.\),+Encyclopedia+of+School+Psychology.+Thousand+Oaks.+CA:+Sage.&ots=uM3Uqyqf4E&sig=i6U4u9D912wHI8anhIRaCBz6o8c&redir_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=id&lr=&id=2mU5DQAAQBAJ&oi=fnd&pg=PP1&dq=Adelman,+H.+S.+%26+Taylor,+L.+(2005).+Classroom+Climate.+In:+Lee,+S.+W.,+Lowe,+P.+A.+%26+Robinson+E.+(Eds.),+Encyclopedia+of+School+Psychology.+Thousand+Oaks.+CA:+Sage.&ots=uM3Uqyqf4E&sig=i6U4u9D912wHI8anhIRaCBz6o8c&redir_esc=y#v=onepage&q&f=false)
- Akanbi, M.I. (2014). Classroom Climate and Academic Performance among Female Student in Asa Local Government Area. *Research on Humanities and Social Sciences*, 4(19), 25-31.
- Antila. (2013). A study of thoughtful literacy and the motivation to read. *The Reading Teacher*, 64(4), 226-234.
- Alyousef, H.S. (2005). Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning*, 5(1), 1-11.
- Arikunto, S. (2000). *Manajemen Pendidikan*. Jakarta, Indonesia: Rineka Cipta.
- Arikunto, S. (2006). *Prosedure penelitian: Suatu pendekatan praktik* (6th ed.). Jakarta, Indonesia : Rineka Cipta.
- Badan Akreditasi Nasional--Sekolah/Madrasah (BAN-S/M). (2009). *Instrumen pengumpulan data dan informasi pendukung akreditasi SMP/MTs*. Retrieved from http://www.ban-sm.or.id/uploads/3_DATAPendukung_SMP-MTs.pdf
- Badan Standar Nasional Pendidikan (BNSP). (2006). *Panduan penyusunan kurikulum tingkat satuan pendidikan dasar dan menengah*. Jakarta: BSNP.
- Barrett, T.C. (1972) *Taxonomy of Reading Comprehension: Reading 360 Monograph*. Lexington, MA: Ginn and Co.

- Bromley, K. (2007). Nine Things Every Teacher Should Know about Words and Vocabulary Instruction. *Journal of Adolescent & Adult Literacy*, 50(7), 528-537. Retrieved from www.jstor.org/stable/40012337
- Chaplin, J.P. (2005). Relation of academic support from parents, teachers, and peers to HongKong adolescents' academic achievement: the mediating role of academic engagement. *Genetic, Social, and General Psychology Monographs*, 131(2), 77-127. <https://doi.org/10.3200/MONO.131.2.77-127>
- Creswell, J.W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ : Pearson Education.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitavie and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.
- Department of Education of South Sumatera Province. (2008). *Data Pokok Pendidikan tahun 2007/2009 Provinsi Sumatera Selatan*. Palembang. Dinas Pendidikan provinsi.
- Diem, C.D., Purnomo, M.E., Ihsan, D., Sofendi, & Vianty, M. (2015). *Students' literacy quality in Bahasa Indonesia: Functional reading achievement and attitude towards and interest in reading*. Paper presented at the 2nd International Seminar on Literacy and Language Teaching, Ambon, Maluku, Indonesia.
- Direktorat Pembinaan SMP Ditjen Pendidikan Dasar dan Menengah. 2017. *Panduan penilaian oleh pendidik dan satuan pendidikan SMP*. Jakarta, Indonesia: Direktorat Pembinaan SMP Ditjen Pendidikan Dasar dan Menengah
- Dennis, D. V. (2008). Are Assessment Data Really Driving Middle School Reading Instruction? What we can learn from one student's experience. *Journal of Adolescent and Adult Literacy*, 51, 578-587. <http://dx.doi.org/10.1598/JAAL.51.7.5>

- Dörnyei, Z., & Schmidt, R. (2001). *Motivation and Second Language Acquisition*. Honolulu, HI : National Foreign Language Resource Center.
- EF EPI. (2018). *Indeks Kecakapan Bahasa Inggris EF*. Retrieved from: <https://www.ef.co.id/epi/>
- Elma, F., Vianty, M., & Hayati, R (2016). The Correlations Among Students' Perceptions of Classroom Environment, Motivation in Learning English Achievement of the Eleventh Grade Students of State Senior High Schools in Indralaya. *SULE-IC*. Retrieved from <http://conference.unsri.ac.id/index.php/sule/article/download/30/pdf>
- Frank, E., & Rosen, M. (2001). On the importance of a safe school and classroom climate for student achievement in reading literacy. *The 4th IEA International Research Conference*, 14(3), 2-10. Retrieved from http://iea-rc.org/fileadmin/IRC_2010_papers/PIRLS/Frank_Rosen.pdf
- Fraser, B. J. (1998). Classroom environment instruments: development, validity, and applications. *Learning Environment Research*, 1(1), 7-34.
- Freeman, T.M., Anderman, L.H., & Jensen, J.M. (2007) Sense of belongingness of college freshmen at the classroom and campus level. *Journal of Experimental Education*, 75(10). 203-220.
- Gani, I., & Amalia, S. (2015). *Alat analisis data: Aplikasi statistik untuk penelitian bidang ekonomi dan sosial*. Yogyakarta, Indonesia: CV. ANDI OFFSET.
- Garnett (2005) *Using brain power in the classroom: five steps to accelerate learning*. Retrieved from file:///C:/Users/Z1401/Downloads/9780203087138_googlepreview.pdf
- Gentilucci, J. L., & Gentilucci, A. E. (2016). Student perceptions of classroom learning. *International Journal of Educational Reform*, 25(1), 56-78. <https://doi.org/10.1177%2F105678791602500104>
- Geske, A., & Ozola, A. (2008). Factor Influencing Reading Literacy at the Primary School Level. *Problems of Education in 21st Century*, 6(71), 34-37.
- Harmer, J. (2001). *The practice of English language teaching*. Retrieved from <https://s3.amazonaws.com/academia.edu.documents/31168886/57-4->

Hedge, T. (2000). Teaching and learning in the language classroom. *TESL-EJ*, 5(3), 1-10.

Henry, G. (1990). *Practical Sampling* (10th Ed). Thousand Oaks, California: SAGE Publications, Inc

Herminia, F., Muyong .,R & Nuevaespana, J. (2014). Classroom Climate and Academic Performance. *DLSU Research Congres*, 6(10), 5-10.

Hidi. (2001). An interest researcher's perspective on the effects of extrinsic and intrinsic factors on motivation. *Educational Psychology*, 79(3), 309-339. <https://doi.org/10.1016/B978-012619070-0/50033-7>

Hawk, K., Cowley., Hill, J., & Sutherland, S. (2002). The importance of the teacher/student relationship for Māori and Pasifika students. *SET: Research Information for Teachers*, 12(3). 1-16.

Jaya, H. P. (2019). Learning styles used and English proficiency of the students of English education study program faculty of teacher training and education Sriwijaya University. *Holistic Journal*, 11(1).

Khine, M. S. (2001). Using the WIHIC questionnaire to measure the learning environment. *Teaching and Learning*, 22(2), 54-61.

Kurland, D. J. (2006). *Critical Reading vs Critical Thinking*. Retrieved from <http://www.criticalreading.com/>

Leone, S. (2009). *The relationship between classroom climate variables and student achievement* (Doctoral dissertation, Bowling Green State University).

Lone, F.A. (2011). Reading habits of rural and urban college students in the 21th century. *Library Philosophy and Practice Journal*, 68(3), 1-22. Retrieved from <https://pdfs.semanticscholar.org>

- Lambert, N. M., & McCombs, B. L. (1998). *How students learn: Reforming schools through learner-centered education*. Washington, DC, US: American Psychological Association. <http://dx.doi.org/10.1037/10258-000>
- Matvichuk, T. (2015). *The Influence of Parent Expectations, the Home Literacy Environment, and Parent Behavior on Child Reading Interest*. Senior Honor Thesis. Eastern Michigan University.
- Miller, A., & Cunningham, K. (2006). *Classroom environment*. Retrieved from <http://www.education.com/reference/article/classroom-environment/>
- Miller, R. & Pedro, J. (2006): Creating respectful classroom environments. *Early childhood education journal*, 33(5), 293-299. Retrieved from <https://link.springer.com>
- Ministry of Education and Culture Indonesia. (2018). *Laporan Hasil Ujian Nasional*. Retrieved from <https://puspendik.kemdikbud.go.id/hasil-un/>
- Mucherarh, W., Finch, H., & Smith, V. (2014). Exploring the relationship between classroom climate, reading motivation, and achievement: A look into 7 grade classrooms. *International journal of learning, teaching, and educational research*, 8(1), 93-110. Retrieved from <http://www.ijlter.org>
- Mullis, I. V., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 International Results in Reading*. International Association for the Evaluation of Educational Achievement. Herengracht 487, Amsterdam, 1017 BT, The Netherlands.
- Noble, K. G., Wolmetz, M. E., Ochs, L. G., Farah, M. J., & McCandliss, B. D. (2006). Brain-behavior relationships in reading acquisition are modulated by socioeconomic factors. *Developmental science*, 9(6), 642-654.
- Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs and engagement. *Journal of Educational Psychology*, 99(1), 83-98. <http://dx.doi.org/10.1037/0022-0663.99.1.83>
- PISA. (2015) *PISA results in focus*. Retrieved from <https://www.oecd.org>
- Prasetyono, D.S. (2008). *Rahasia mengajarkan gemar membaca pada anak sejak dini*. Yogyakarta, Indonesia: Think Yogyakarta.

- Rahmi, R. A., & Diem, C. D. (2014). Junior high school students' perception of classroom environment and their English achievement. *International Journal of Applied Linguistics & English Literature*, 3(3), 41-47. Retrieved from <http://www.journals.aiac.org.au/index.php/IJALEL/article/view/1044/974>
- Rathvon. (2008). *Effective classroom interventions evidence-based strategies for improving student outcomes*. New York, NY: The Guilford Press
- Shanan, T. (2006). *The national reading panel report: Practical advice for teachers*. Retrieved from <http://www.learningpt.org>
- Sheng. (2000). A cognitive model for teaching reading comprehension. *English Teaching Forum*, 38(4), 12-15. Retrieved from <https://www.sid.ir/En/Journal/ViewPaper.aspx?ID=322969>
- Sugiyono. (2012). *Statistika untuk penelitian*. Bandung, Indonesia: CV. Alfabeta.
- Tavakol, M., & Dennick, R. (2011). Making sense of cronbach's alpha. *Journal of Medical Education*, 2(1), 53-55. Retrieved from <https://www.ncbi.nlm.nih.gov>
- Thomas, D. (2008). *Social Studies Teachers*. Retrieved from <http://www.thomasldynneson.iinfo/index.htm>
- Trickett, E. J., & Moos, R. H. (1995). *A social climate scale: Classroom environment scale manual (3rd ed.)*. Palo Alto, CA: Consulting Psychologist Press. Retrieved from <http://www.ijlter.org>
- Webster. (2004). *Webster's Ninth New Collegiate Dictionary*. New York, NY :Merriam-Webster's, Inc.Publishers.
- Zhenyu, Z. (1997). Intensive reading: getting your students to see the forest as well as the trees. *Forum*, 35(1), 3-5. Retrieved from <http://e.usia.gov/forum>

