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## The Correlation Between Classroom Environment and Students' English Achievement of MAN Insan Cendekia Kendari

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### ABSTRACT

The objective of the study is to find out the correlation between classroom environment and students' English achievement of MAN Insan Cendekia Kendari. This study used a quantitative approach with the correlation method. The population of this study was 11<sup>th</sup> grade students majoring in Science at MAN Insan Cendekia Kendari academic year 2022/2023 amount to 69 students. The sample consists of 69 students which was taken by using total sampling. The research data was collected from the questionnaire and documentation. To assess the classroom environment of the students is used a questionnaire, namely What Is Happening In This Class (WIHIC). In addition, documentation of English scores to assess English achievement of the students. The result of this study shows that the  $r$ -count (0,484) it was higher than  $r$ -table (0.2564) and the significance value of Sig. (2-tailed) was 0.000 is lower than 0.05. It means that  $H_0$  was rejected and  $H_1$  was accepted. Finally, the result of the study indicated that there was significant correlation between classroom environment and students' English achievement of MAN Insan Cendekia Kendari.

### Keywords:

*Correlation, Classroom Environment, English Achievement.*

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### 1. Introduction

Indonesia has implemented English as a compulsory subject from elementary school to the high school level. And also, English has been included as one of the subjects in the national exam, as officially related to the Decree of the Minister of Education No. 19/2005. One of the important things in the English national exam scores is the percentage of school graduation, which is determined by the student's English scores. According to Novitasari (2022), English teaching and learning has the goal of focusing students so that they were able to use English for communication and as a tool for furthering their studies.

According to Mushtaq & Khan (2012), several factors such as peer influence, age, gender, family educational background, classroom environment, socioeconomic factors, entry requirements, class size, class attendance, and assessment affect academic achievement in the process of teaching and learning in school. The classroom environment is one of the factors that affect student academic achievement. Talton & Simpson (1987) stated that the classroom is the basic organizational unit of the education system.

The results of research by Cheryan, Ziegler, Plaut, and Meltzoff (2014) revealed that the physical classroom environment, such as noise, heating, inadequate

lighting, and poor air quality, were significantly associated with low student achievement.

In addition to the physical classroom environment, interactions in the classroom can also be one of the causes of low learning achievement. According to Williams (1997), the classroom environment is a dynamic system in which students are involved in interactions with both the teacher and other students. There is a lot of interaction going on here, whether it be between students, teacher, or peers. Student life in the classroom environment will be filled with things that can encourage students to behave, think, communicate and behave in accordance with the human characteristics in it.

Furthermore, according to Pickett & Fraser (2010), the classroom environment can also be interpreted in terms of the general perceptions of students and teachers in that environment. The relationship that exists between teachers and students or among other students in the form of the personal nature of their perceptions in the classroom environment every day can offer a lot of information and wider insights into the classroom.

Several studies related to the correlation between classroom environment and student achievement have been conducted. First, Herizal (2018) conducted research with the title "The Relationship among Learning Styles, Classroom Environment, and Academic Achievement of English Education Study Program Students in State Islamic University of Raden Fatah Palembang". The results show that there is a significant correlation between the classroom environment and student academic achievement between the two variables. Second, Ezike (2018) conducted research with the title "Classroom Environment and Academic Interests as Correlates of Achievement in Senior Secondary School Chemistry in Ibadan South West Local Government Area, Oyo State, Nigeria". The results show that there is a significant relationship between the classroom environment and academic achievement, students' academic interest, and chemistry learning achievement.

Based on the description above, the researcher is interested in conducting research at MAN Insan Cendekia Kendari and conducting further studies on the correlation between classroom environment and students' English achievement. Because when viewed from its development, it can be said that this school has progressed quite rapidly and made many achievements, both in the local, national, and even international realms.

## **2. Methods**

The design used in this research was quantitative, and the researcher used correlation analysis to analyze the data. The population in this study were 69 students of grade 11<sup>th</sup> MAN Insan Cendekia Kendari, while the samples to be taken were seen from their equivalent knowledge background, namely all students of grade 11<sup>th</sup> MAN Insan Cendekia Kendari who were in the science department. In this study, the researcher used two types of instruments to collect the data; questionnaire and documentation. The researcher used descriptive statistics to analyze the data. The analysis technique in this research used the Pearson Product Moment correlation technique to find the correlation between classroom environment and students' English achievement. The data analyzed using a

computer program, namely SPSS version 25. Criteria: If  $r_{xy} > r_{table}$  means there is correlation and  $H_1$  is accepted,  $H_0$  is rejected: If  $r_{xy} < r_{table}$  means there is no correlation and  $H_1$  is rejected,  $H_0$  is accepted.

### 3. Result

Table 1. The Correlation Between Classroom Environment And Students' English Achievement

		Classroom Environment	Students' English Achievement
Classroom Environment	Pearson Correlation	1	.484**
	Sig. (2-tailed)		.000
	N	59	59
Students' English Achievement	Pearson Correlation	.484**	1
	Sig. (2-tailed)	.000	
	N	59	59

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the calculations in the table above show that the Pearson correlation or r count is 0.484. The number of samples (N) is 59. The researcher find Degree of Freedom (Df) with the formula:

$$\begin{aligned}
 Df &= N - 2 \\
 &= 59 - 2 \\
 &= 57
 \end{aligned}$$

From Df = 57 obtained r table = 0.2564. Because the correlation coefficient or r count (0.484) is greater than r table (0.2564) this means that there is a correlation between the classroom environment and students' English achievement. Obtained significance value or Sig. (2-tailed) of 0.000 which is less than 0.05. So, it can be concluded that there is a significant correlation between classroom environment and students' English achievement.

### 4. Discussion

Based on calculations on the results of the study using SPSS version 25, it showed that there was a significant correlation between classroom environment and students' English achievement of 11<sup>th</sup> grade students of MAN Insan Cendekia Kendari. This can be seen from the hypothesis testing through the correlation test, a significance value of 0.000 < 0.05 is obtained, which means that  $H_1$  is accepted, so there is a significant correlation between classroom environment and students' English achievement. Then the  $r_{xy}$  value is 0.484 indicates that the coefficient is positive which means that the better the classroom environment, the higher the students' English achievement. This is in line with Fraser (1986, as cited in MacAulay, 1990), which states that the classroom environment has a significant impact on student performance and should not be ignored.

For high school students, having a safe and fun environment in the learning process can help students more easily understand the material and get a lot of information plus experience in it because they feel happy and are always ready to learn. According to Bucholz & Sheffler (2009), the type of classroom environment that the teacher creates and encourages can increase or decrease a student's ability to learn and feel comfortable as a member of the class. The teaching methods a teacher

uses and the type of classroom environment a teacher must create and encourage, can enhance or detract from a student's ability to learn and feel comfortable as a member of the special needs a person may have, and to achieve maximum learning outcomes. potential abilities of students inside and outside the classroom.

Based on the results of research conducted on 11<sup>th</sup> grade students of MAN Insan Cendekia Kendari, the students tried to get the best grades even though some of them thought that English was difficult. In class, they discuss difficult assignments with their classmates, some even become tutors for their friends. According to Alberth (2023) when a student feels like they belongs and is connected to the class, there is a possibility that the student will initiate communication with other students in the class more willingly. So, they in class like to help each other to find problem solvers. If they don't find answers from discussions with their friends, then they try to search the internet or ask the teacher. This is relevant to the statement of Lewelling & W (1991), that students who have a positive direction in learning English perform better in school, especially for high school students.

The results of this study are similar to the research of Ezike (2018), he found that the classroom environment is a vital factor that can affect students' academic achievement. His research shows that there is a significant relationship between classroom environment and academic achievement, students' academic interest and achievement in Chemistry. The classroom environment is better at influencing student achievement than student academic interest because it has the potential to determine the level of motivation, interest, and subsequent commitment to each activity. An unfavorable classroom environment can discourage students and they become less willing to learn and affect their interest in class activities.

In summary, based on data analysis, the researcher found that the classroom environment and students' English achievement showed a good correlation. Finally, this study found that there was a significant correlation between the classroom environment and the English achievement of grade 11<sup>th</sup> students majoring in science of MAN Insan Cendekia Kendari for the academic year 2022/2023.

## **5. Conclusion**

Based on the result and discussion of this research that has been done in the previous chapter, the researcher can be concluded that:

There was significant correlation between classroom environment and students' English achievement. The correlation coefficient or the  $r_{xy}$  (0.484) was higher than  $r_{table}$  (0.2564). And the probability level of significance ( $p$ ) at the 0,05 level (2-tailed) was 0.000. This means that  $p$  (0.000) is lower than 0.05. It means that the result indicated that there was significant correlation between classroom environment and students' English achievement. The findings showed that  $H_0$  was rejected and  $H_1$  was accepted.

Based on these findings, it can be concluded that the classroom environment has a dominant influence on students' English achievement. So it can be assumed that the higher the classroom environment that students have, the better their English achievement results will be and this means that students who have a good understanding and use their classroom environment effectively will have good

achievements in English. And students who have poor comprehension and use their classroom environment ineffectively will produce poor English achievement.

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