

# CHAPTER I

## INTRODUCTION

### A. Background of Problem

Teaching and learning process are the fundamental aspects of education. This is usual happens in classroom activities. Learning is a basic process of understanding to the knowledge and science and also the process of gaining something. Pritchard stated that learning is something of which we all have an understanding and in which we have all participated<sup>1</sup>. It means that, the learning process needs comprehension of the material and participation of the learners.

By comprehending and participating in the classroom, the students are able to practice the knowledge that they learned. The quality of good learning can be measured or can be seen from the achievement that learners achieved. The measurement of learning can be either high or low. The students' achievement will be high if the learning process is well. In other hands, the students' achievement will be low if the learning process is not conducted well by teacher.

Learning achievement is kind of students' assessment. Learning achievement is similar with a race competition. In a race competition there are several levels or grades that must be passed by the rider such based on speed, engine, track or etc. in the end of race, the committee announced the

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<sup>1</sup> Alan Pritchard, *Ways of Learning: Learning Theories and Learning Styles in The Classroom*, (New York: Routledge, 2009), p. 1

winner for the competition, in addition the loser will get the advice to ride well for next time. This is also same as the learning achievement for learning process. The achievement can be performed and conducted by many ways that teacher known and got, but the final or the aim form many ways that applied is only the achievement. In other hands, the most important in applying ways of teaching to see either the students achieve the material well or not.

In learning English, there are four skills that must be mastered by students; Speaking, Writing, Listening, and Reading. By mastering those four skills, students can communicate orally and written. To achieve those skills, it is not an easy job like a wink of eyes. It needs hard job and seriousness from the teacher, school and participant in the class. To make real, the minimum standard o achievement must be shown.

Kumaravadivelu stated there are several aspects or points that affect for students' achievement in learning process. They are: age, anxiety, learning strategies, communication, knowledge, and environment<sup>2</sup>. Based on this expert, environment which is related to the climate is one of aspect that affects achievement. In accordance Campbell in Kyriacou, classroom climate is one in which the teachers authority to organize and manage their learning activities is accepted by pupils, there is mutual respect and rapport, and the atmosphere is one of purposefulness and confidence in learning<sup>3</sup>. Other expert

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<sup>2</sup> B. Kumaravadivelu, *Understanding Language Teaching from Method to Post Method*, (New Jersey: Lawrence Erlbaum Associates, Publishers, 2008), p. 30

<sup>3</sup> Chris Kyriacou, *Effective Teaching in Schols Theory and Practice*, (London: Nelson Thornes Ltd, 2009), p. 111

also said that classroom climate is having a warm socio emotional climate in the classroom where errors are not only tolerated but welcomed<sup>4</sup>. It means that classroom climate will run well when teacher and students are working together cooperatively in classroom.

MAN 1 Pekanbaru, which is located on Bandeng Street, was one of schools in Pekanbaru applied Curriculum 2013 as the foundation for conducting learning process. English was taught three times a week. The purpose of learning English based the curriculum is the students are able to develop their competencies in written and oral communication to achieve the functional literacy<sup>5</sup>.

Based on researcher's preliminary observation in MAN 1 Pekanbaru, it appeared that some students had difficulties in learning English that affected their achievement in classroom. In addition, the researcher also found that English was not only a material in classroom, but also as language among students outside of classroom. Unfortunately, some of the students were indicated having problems for achieve the achievement that decided by the school. Here were the following phenomena that researcher found during the preliminary research at MAN 1 Pekanbaru:

1. Some of the students get low score at the final test
2. Some of the students did not obey the rules and regulations in the classroom
3. Some of the students were stressed by many tasks in the classroom

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<sup>4</sup> Chris Kyriacou, *Ibid*

<sup>5</sup> BSNP, *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi Dasar SMA/MA*, Unpublished, 2006, Jakarta.

4. Some of the students did the assignment individually not together.

Those might happen due to factors of students' mental at the school. Based on the phenomena stated above, the researcher concluded that some of the students at MAN 1 Pekanbaru still have problem in English that affect their score or achievement. Therefore, the researcher was interested in conducting a research entitled: **“The Correlation between Classroom Climate and Students' Achievement at MAN 1 Pekanbaru”**.

## **B. Definition of The Terms**

### **1. Correlation**

In according to Longman Dictionary, correlation is a measurement of association between two artificially dichotomized variables<sup>6</sup>. Meaning that there are two variables that correlate each other which one variable has relevance each other. In this research, correlation is defined as the correlation between Classroom climate and students' achievement in learning English of eleventh grade at MAN 1 Pekanbaru.

### **2. Classroom Climate**

Campbell defined classroom climate as concerned with how the teacher and pupils feel about each other and learning activities in hand<sup>7</sup>. Classroom climate which refers to the emotional tone of teacher and pupil relationships in classroom is relationship which constructed on emotional and social aspects. According to Leone Classroom climate is

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<sup>6</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (Third Edition)*, (London: Pearson Education, 2002), p. 128

<sup>7</sup> Chris Kyriacou, *Effective Teaching in Schols Theory and Practice*, (London: Nelson Thornes Ltd, 2009), p. 111

the classroom environment involving the shared perceptions of the students and the teachers<sup>8</sup>.

### **3. Learning Achievement**

Learning achievement is the result of a learning process that achieved by students in middle semester or at the end of semester. The achievement can be seen from students' mark based on their test. Learning achievement is also called as academic achievement. Genesee *et al* stated that academic achievement refers to content area as measured in English mathematics, science, or social studies; it does not cover the content areas of English language arts, foreign language or other humanities cognition<sup>9</sup>. Based on the definition above, the achievement was not only based on the cognition, but also psychomotor and affection. Thus, the study of this research refers to the students' achievement in learning English of eleventh grade at MAN 1 Pekanbaru.

## **C. Problems**

### **1. Identification of the Problem**

Based on the phenomena above, the researcher identified the problem as below:

- a. How is students' satisfaction about the materials?
- b. How is students' feeling to the process in the classroom?

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<sup>8</sup> Suzzana Leone, *The Relationship between Classroom Climate Variables and Student Achievement*, (Dissertation), Unpublished, 2009), p. 9

<sup>9</sup> Fred Genesee, *et al. Educating English Language Learners: A Synthesis of Research Evidence*, (New York: Cambridge University Press, 2006), p. 178

- c. How is the classroom climate related to the students' learning achievement in learning English?

## **2. Limitation of the Problem**

Based on the identification of the problems above, the researcher focused the problems on students' achievement in learning English at MAN 1 Pekanbaru.

## **3. Formulation of the Problem**

The problems explained above can be formulated into the following research questions:

- a. How is classroom climate at MAN 1 Pekanbaru?
- b. How is students' achievement in learning English at MAN 1 Pekanbaru?
- c. Is there any significant correlation between classroom climate and students' achievement at MAN 1 Pekanbaru?

## **D. Objectives and Significances of the Research**

### **1. Objectives of the Research**

- a. To obtain the information about students' classroom climate at MAN 1 Pekanbaru
- b. To discover students' achievement in the learning process at MAN 1 Pekanbaru
- c. To know whether there is or not the significant correlation between classroom climate and students' achievement in the learning process at MAN 1 Pekanbaru.

## **2. Significances of the Research**

- a. The findings of this research are hopefully expected to be very worthwhile for researcher, especially for novice researcher in conducting a research.
- b. The findings of this research are also expected meaningful both for English teachers and students at MAN 1 Pekanbaru
- c. This research is also expected to the worthwhile for those who focus and concern on the teaching and learning of English.
- d. Finally, these research findings are expected to be useful for all stockholders who contribute in the education, especially English course.