

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Learning Achievement

a. The Concept of Learning Achievement

To create the reliability research, the variables of this research must be explained as clear as possible. By understanding the variables, the researcher could focus conducting research to the variables focused on. In this research, there were two variables that focused by the researcher; dependent variable and independent variable. Classroom climate is an independent variable and students' English achievement is a dependent variable. Those two variables will be discussed as clear as possible in this chapter.

The first variable that discussed was the students' English achievement. Daniel Muijs defined achievement as a concept that we will have to try to measure, using a test, essay or portfolio¹. On the other hands, Goleman in Marc R. Major stated that achievement is a function not just of talent, but also of the capacity to stand defeat². In addition, J. W. Atkinson in R. M. Gillies stated that

¹ Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Inc., 2004), p. 64.

² Marc R. Major, *The Teacher's Survival Guide: Real Classroom Dilemmas and Practical Solutions*, (London: Rowman & Littlefield Education, 2008), p. 76.

Achievement is a *we* thing, not a *me* thing, always the product of many heads and hands³.

Based on the explanation of the experts above, it could be concluded that the achievement was a result of learning process that affected both of teachers and students which were measured not only from one side of learning skills but also all skill of English. In other word, the achievement was the final of learning process in the classroom, the product but not the process. The product or the result was not only being seen from the material, but also from students' attitudes, aptitudes, and classroom climate.

In accordance with Hazel, Achievement is maximised when teachers not only actively present material, but structure it by beginning with overviews, advance organisers, or review of objectives; outlining the content and signalling transitions between lesson parts; calling attention to main ideas; summarising subparts of the lesson as it proceeds; and reviewing main ideas at the end⁴. It means that there were many aspects that must be reached by students as mentioned before.

³ R. M. Gillies, *The Teacher's Role in Implementing Cooperative Learning in The Classroom*, (New York: Springer Science and Business Media, Llc, 2008), p. 11

⁴ Hazel Hagger and Donald McIntyre, *Learning Teaching from Teachers: Realising the Potential of School-Based Teacher Education*, (New York: Open University Press, 2006), p. 22.

b. The Purpose of English Achievement

Actually, everything has purposes that should be reached in doing something. The purpose is the reason for which something is done or made⁵. The purpose of learning achievement was to measure the achievement that achieve by the students during learning and teaching process in the classroom.

The measurement could be seen from either formative assessment or summative assessment. Summative assessment is generally considered to be undertaken at the end of a course or program of study in order to measure and communicate pupil performance for purposes of certification and (latterly) accountability. Formative assessment generally defined as taking place during a course with the express purpose improving pupil learning⁶. So, the purpose of learning achievement could run well after the learning process is assessed by assessments available.

c. The Concept Students' English Achievement

Students' achievement is enhanced when teachers communicate high expectations to their students to perform a task, the task itself is rewarding⁷. Student achievement is raised through

⁵ *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 357

⁶ Harry Torrance and John Pryor, *Investigating Formative Assessment : Teaching, Learning and Assessment in the Classroom*, (London: Open University Press, 2002), p. 8

⁷ Charlotte Danielson, *Enhancing Student Achievement a Framework for School Improvement*, (Virginia: ASCD, 2002), p. 25

both cooperative learning and feedback⁸. It can be seen that achievement was the result of after doing teaching and learning process, not pre or while process.

In the assessing the students' achievement, the teacher should assess through all English skills such as speaking, writing, listening and reading. Speaking and writing are called as productive skills while listening and reading are receptive skills. The labeling of reading and listening as "*receptive*" does not mean that the learners are totally passive. Learners must actively participate in creating meaning input, or else writing remains merely marks on paper and speech remains only a stream of noise that people emit through their mouths⁹.

Johnson defined reading as several points, they are¹⁰: (a) *Reading is the practice of using text to create meaning*. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. (b) *Reading is a constantly developing skill*. Like any skills, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. (c) *Reading integrates visual and nonvisual information*. During the act of reading, the visual

⁸ Marilee Sprenger, *Brain-Based Teaching in the Digital Age*, (Virginia: ASCD, 2010), p. 58.

⁹ Muriel Saville-Troike, *Introducing Second Language Acquisition*, (New York: Cambridge University Press, 2006), p. 153

¹⁰ Andrew P. Johnson, *Teaching Reading and Writing: a Guide book for Tutoring and Remediating Students*, (London: Rowman and Littlefield Education, 2008), p. 3

information found on the page combines with the nonvisual information contained in our head to create meaning. (d) *Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

In short reading is an English skill that not only uses eyes and brain as the media, but also has meaning and aim that should be reached by reader. Proficiency in reading basically involves gaining competence in two separate but complementary processes, namely word identification (decoding) and linguistic comprehension¹¹. It means that reading does not only comprehend the meaning of the sources, but also the process of comprehending itself.

Grabe listed the following functions for reading in academic settings, which are listed here in order of their likely difficulty for learners (from least to most difficult)¹²:

- 1) *Reading to find information*: scan or search text for a specific topic, word, or phrase
- 2) *Reading for general understanding*: get the main ideas and at least some supporting ideas and information
- 3) *Reading to learn*: understand the main ideas and store meanings and supporting details in a coherent organizational frame

¹¹ Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Victoria: Acer Press, 2008), p. 14.

¹² Muriel Saville-Troike, *Introducing Second Language Acquisition*, (New York: Cambridge University Press, 2006), p. 157

- 4) *Reading to critique and evaluate*: in addition, reflect on text content, integrate it with prior knowledge, and judge quality and appropriateness of texts in relation to what is already known about the topic

Listening was defined as the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening¹³. It means that listening is the key of communication. Without capability of listening, a person could not communicate well. Lems stated in *Teaching Reading to English Language Learners* that there are several aspects in comprehending listening skill in the classroom. They are¹⁴:

- 1) The ability of identifying the meaning of words
- 2) The ability of identifying the speech sounds
- 3) The ability of distinguishing the strength language
- 4) The ability of recognizing the stress of English words
- 5) The ability of interpreting the intonation of the words

In the English learning process, the knowledge was received by student through reading many books and resources and listening to the dialogues and information that supports the ideas of the knowledge. Those both skills are geared to the comprehension as the

¹³ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, Taylor & Francis, 2009), p. 37

¹⁴ Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p. 46

final purposes of the learning process. It means that either reading or listening is aimed to measure the comprehending among students in the classroom. The comprehension among students is not same each other, it depends on the level of thinking among the students itself. In accordance with Crawford, *et al*, there are several levels of thinking that the students have: Remembering- understanding- applying- analyzing- evaluating- and creating¹⁵.

Based on the experts ideas about reading and listening, the researcher concluded that reading and listening had same purposes that should be achieved; comprehension. Good achievement would be reached if both teacher and students obey the ideas mentioned before.

Besides discussing about receptive skills, in the learning English achievement process it was also included the productive skills (speaking and writing). In accordance with Channey and Burk, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety context¹⁶. It means that speaking was not only using tongue as media, but also gesture of human being. In addition, Thornbury stated in his book *How to Teach Speaking* that there are several points that involve the speaking ability, such as *Linear*; words follow words and phrases

¹⁵ Alan Crawford, Wendy Saul, Samuel R. Mathews, and James Makinster, *Teaching and Learning Strategies for the Thinking Classroom*, (New York: The International Debate Education Association, 2005), p. 12

¹⁶ A.L Channey and T.L Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1988), p. 13

follow phrases, *Utterance*; speech is produced utterance by utterance, and *Spontaneity*; this is not to say that speech is unplanned, only that the planning time is severely limited¹⁷. The goal must be reached by students in this skill is how to be a fluent and accurate while they are speaking. It means that fluency and accuracy is the target that must be achieved by students.

However, as other English skills, speaking has some aspects that involve the competencies. Other aspects of speaking competence¹⁸:

1) *Knowledge of conversational structure.*

Possible differences in rules for turn-taking were discussed above in the section on Discourse: some languages consider interruptions, overlaps, and simultaneous speaking to be appropriate; some consider a period of silence between speakers to be a necessary condition for “polite” interaction.

2) *Knowledge of contextualization cues.*

Those are elements of communication that allow people to express and interpret meaning beyond the referential meaning that the surface structure of messages provides. Cues may involve any of the linguistic knowledge we have considered, including speaker selection of vocabulary and pronunciation,

¹⁷ Scott Thornbury, *How to Teach Speaking*, (London: Pearson Education, 2000), p. 7

¹⁸ Muriel Saville-Troike, *Introducing Second Language Acquisition*, (New York: Cambridge University Press, 2006), p. 167

prosody (intonation and stress), and rhythmic patterns (pauses and stops).

3) *Knowledge of communication strategies.*

This includes knowledge of how to assess and repair misunderstanding, how to make use of interlocutor collaboration, and how to sustain interpersonal interaction.

In other hands, there are several experts' opinions in writing skill. Coulmas stated that at least six meanings of 'writing' can be distinguished¹⁹: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. In addition, Wagner said that writing is the way we make our thinking visible to the world. Without committing our ideas to paper, our thinking remains invisible, locked in our heads. This is probably a good thing if we are confused or without information²⁰. However, Brook concluded that Writing ought to be a means of becoming a more active participant in our experience, a means of understanding, influencing, even shaping the communities in which we live²¹.

¹⁹ Florian Coulmas, *Writing Systems an Introduction to Their Linguistic Analysis*, (New York: Cambridge University Press, 2003), p.1

²⁰ Edith N. Wagner, *Writing Skills for High School*, (New York: Learning Express, LLC, 2002), p.4

²¹ Robert E. Brooke, *Rural Voices Place-Conscious Education and the Teaching of Writing*, (New York: Teachers College, 2003), p. 10

Writing and speaking differ from reading and listening in referring primarily to constructing one's own linguistic forms rather than interpreting what others write or say. Key differences between the two productive activities are that (1) writing is typically addressed to readers and speaking to listeners (though written text may be read aloud, and spoken text may be transcribed and read later), (2) writing usually allows time for planning and editing of production while speaking is often unplanned and requires "online" or "real-time" processing, and (3) writing is more likely than is speaking to be disassociated from the immediate time and place of production and from a specific audience²².

d. The Factors Influencing Students' English Achievement

Generally, many experts mentioned that there are two aspects that influence the achievement in the classroom; internal and external factors. Internal factors such intelligence, talent, interest and motivation, and learning style. While external factors such learning environment or classroom environment, school, society and community.

However, Kumaravivelu stated in *Understanding Language Teaching from Method to Post method* that learning

²² *Ibid.* 162

achievement was not only influenced by several aspects mentioned before, but also by the aspects that he called by Intake²³:

1) Individual Factors

In individual factors, there are two aspects, they are age and anxiety. *Age* is generally believed that the age at which learners begin to learn a second language influences their ultimate attainment in language knowledge/ability. In addition, *anxiety* refers to an emotional state of apprehension, tension, nervousness, and worry mediated by the arousal of the automatic nervous system.

2) Negotiation Factors

There are at least three dimensions to negotiation: introspection, interaction, and interpretation.

a) *Introspection*

It is intra-personal, involving a language learners lonely mental journey through and about meanings and contexts. But, it is rarely available for direct observation and analysis.

b) *Interaction.*

Negotiated interaction entails the learner's active involvement in such communicative activities as clarification, confirmation, comprehension checks, requests, repairing, reacting, and turn-taking.

²³ B. Kumaravadivelu, *Understanding Language Teaching from Method to Post Method*, (New Jersey: Lawrence Erlbaum Associates Publishers, 2008), p. 30

c) *Interpretation.*

It is closely associated with the opportunity to interact is the capacity to interpret target language utterances as intended. Interpretative procedures help learners differentiate what is said from what is meant.

3) Tactical Factors

Tactical factors refer to an important aspect of L2 development: the learners 'awareness of, and their ability to use, appropriate tactics or techniques for effective learning and efficient use of the limited repertoire developed so far. There are two main aspects of tactical factors:

a) Learning Strategies.

Learning strategies are operations and routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.

b) Communication Strategies.

The factors that influence the learning process learners also use communication strategies, which are “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”²⁴.

²⁴ B. Kumaravadivelu, *Understanding Language Teaching from Method to Postmethod*, (New Jersey: Lawrence Erlbaum Associates, Publishers, 2008), p. 37

4) Affective Factors

In the book *Understanding Language Teaching* said that there are two points that include to this factor²⁵.

a) Attitudes.

Attitudes are one's evaluative responses to a person, place, thing or an event.

b) Motivation.

Motivation provides “the driving force to sustain the long and often tedious learning process”. In addition, Barkley defines motivation in the classroom as “the level of enthusiasm and the degree to which students invest attention and effort in learning”²⁶.

5) Knowledge factors

Knowledge factors refer to language knowledge and Metalanguage knowledge.

a) Language Knowledge.

Language knowledge represents knowledge/ability in the native language, in the still developing target language, and in other languages already known.

b) Metalanguage Knowledge.

Meta language knowledge, also known as metalinguistic awareness, refers to “one's ability to consider language not

²⁵ *Ibid.* 38

²⁶ Elizabeth F. Barkley, *Student Engagement Techniques*, (New York: Jossey-Bass, 2010), p. 9

just as a means of expressing ideas or communicating with others, but also as an object of inquiry”

6) Environmental Factors

Environmental factors refer to the wider milieu in which language learning and teaching take place. These include the global, national, social, cultural, political, economic, educational, and family contexts.

In addition, there are several factors that involve the achievement in environmental aspect that is encouraging healthy lifestyles. Here are the facts from expert to improve the learning achievement in the classroom²⁷:

1) Sleep

It is one factor that illustrates the brain-body connection. Student should know about the amount of sleep they need because it is a crucial factor in their ability to learn, remember, and be successful. According to one study, the loss of one to one-and-a-half hours of night time sleep can reduce day time alertness by one-third.

²⁷ Marilee Sprenger, *Brain-Based Teaching in the Digital Age*, (Virginia:ASCD, 2010), p. 44

2) Nutrition

It is another factor in having a healthy body, brain, and lifestyle. Many of the students start the school day with no breakfast or with inappropriate choices for their first meal of the day. They need to know that the brain is the only organ that cannot store energy; therefore, coming to school without breakfast leaves the brain running on empty.

3) Exercise

It is also an important part of a healthy lifestyle. Students need to be aware of what exercise will do for their bodies and their brains. Recent research presented by Ratey in his book *Spark: The Revolutionary New Science of Exercise and the Brain* convince us that proper exercise as part of a daily or weekly routine will raise achievement²⁸.

2. The Nature of Classroom Climate

a. The Concept of Classroom Climate

Plato once wisely observed, “What is honored in a country will be cultivated there.” So it is in classrooms where teachers honor the development of reading and writing were not only through teaching the curriculum but also through creating print-rich

²⁸ *Loc. Cit.* 44

environments in which literacy-learning activities are an integral part of every school day²⁹.

In this global era, teachers should consider how important the classroom environment is. Thus, the classroom climate will determine the learning achievement of the whole students at the end of the lesson or in the end of semester. Classroom climate was also determined by students' intelligences in accepting the material in the school. The teachers should understand much intelligence that students have. So, when the teachers understand them, the teachers can make a decision what the most appropriate way of teaching that applied in the class.

Classroom climate was an important aspect in teaching and learning process. This was the core of soul learning. If the teacher do not care to this aspect, the learning process in the classroom was totally unacceptable. Classroom climates generally talks about classroom cohesion and classroom relationship.

Actually there were two conditions establishing climate among students; Interpersonal condition and emotional condition³⁰. Interpersonal conditions happened when the teacher helps the children to understand their own divergence and to esteem it highly, even in the presence of social pressures to the country. Emotional

²⁹ Jeanne R. and Paratore Rachel L. McCormack, *Classroom Literacy Assessment Making Sense of What Students Know and Do*, (New York: The Guilford Press, 2007), p. 33

³⁰ Arthur J. Cropley, *More Ways Than One: Fostering Creativity*, (New York: Ablex Publishing Corporation, 1992), p. 81

condition occur when the teacher encourage students to be aware respecting their feeling.

Like English skills that must be assessed, the classroom climate must be assessed too. A great variety of research tools were a necessary condition for any successful research. Research depending on the nature of the study selects the relevant tools, either readymade or new ones. According to Babu in Thomammami, there were two tools for collecting data. They are³¹:

- 1) Classroom Climate Questionnaire
- 2) Achievement Mark

b. The Components of Classroom Climate

In accordance with *Effective School Interventions*, there are some indicators that related to the classroom climate³²:

- 1) Organizing a Productive Classroom Climate

This component focused on seating arrangement or classroom desk arrangement among students. Managing small group instruction and independent seat work was also being discussed for this aspect. Seatwork is an instructional context in which students work without direct teacher supervision on assigned task³³.

³¹ D. Thomammami Arockia Gasper, *Relationship Between Classroom Climate and Academic Achivement of Higher Secondary Students in Salem District*, International Journal of Applied Research and Studies (iJars), volume 2, 2013. P, 6.

³² Natalie Rathvon, *Effective Classroom Interventions Evidence-Based Strategies for Improving Student Outcomes*, (New York: The Guilford Press, 2008), p. 77

³³ Natalie Rathvon, *Ibid*, 77

Matthew mentioned that there are three types of seating arrangement in the classroom. Those can be seen in the table below.³⁴

TABLE I.1
TYPES OF SEATING ARRANGEMENTS

No.	Features	Arrangement	Benefits
1.	Lecture	All chairs face the front of the classroom.	<ol style="list-style-type: none"> 1. The entire Class observes the teacher. 2. Note-taking is a priority. 3. Talking is at a minimum.
2.	Discussion	Chairs are usually in a circle or an oval.	<ol style="list-style-type: none"> 1. The entire class participates in the same activity. 2. Everyone is able to see and hear one another.
3.	Group	Chairs and tables are placed in groups.	<ol style="list-style-type: none"> 1. Students work in groups of 2, 3, 4, or 5. 2. Groups are spaced apart so as not to disturb each other.

Now on a larger piece of paper representing the classroom, arrange these in at least ten different ways and suggest what kinds of activities suit certain layouts. There are a number of possible variations shown below.³⁵

a. Horseshoe

This is also known as U shape. This arrangement allows the teacher to achieve a number of things. All the class can be seen and are looking the same way, so supporting

³⁴ Matthew Haldeman, *The New Teacher's Guide to Success*, (Huntington Beach: Shell Education, 2008), p. 23

³⁵ Steve Garnett, *Using Brain Power in the Classroom: Five Steps to Accelerate Learning*, (New York: Routledge, 2005), p. 97

management of the pupils. In this variation, it is better to use Head Projector or LCD due to the width of the room.

b. Circles

Move all the tables to one side of the room and place the chairs in a circle. This is an excellent layout for active and engaging activities. In this variation, the information can be shared to among students through whispering.

c. Fours

Perhaps one of the most effective ways of improving learning for boys and girls is to sit two boys and two girls in tables of four pupils. This group work situation works very well for problem-solving, investigation and ‘making’ activities.

d. Rows

No doubt the easiest layout to support behavior management is having the pupils facing the front in rows, though this restricts teacher access and movement around the room. It also works against incorporating problem-solving, active and enquiry-based learning situations.

2) Establishing classroom rules and procedures

Classroom rules were important aspect in teaching and learning process. Malone in Natalie stated that classroom rules play a critical role in creating a learning climate that promotes

students engagement, cooperation, and productivity³⁶. Here are several examples of rules listed by the experts.

a. Kriacou's lists³⁷:

- (1) Orderly and punctual entry into the classroom
- (2) No talking when the teacher talks or when a pupil is answering question
- (3) Work sensibly
- (4) No chewing or wearing unauthorized clothing
- (5) No unauthorized movement or making unacceptable noise
- (6) Put hand up for attention

b. Rathvon's lists³⁸:

- (1) Be prepared for class everyday
- (2) Be considerate for others
- (3) Be on time to class
- (4) Do what you are asked to do the first time you asked
- (5) Follow directions

3) Managing Transition

There are several transitions; (a) *in-class transition* involve changing from one activity to another within the same room, such as switching from one subject to another or moving

³⁶ Natalie Rathvon, 80

³⁷ Chris Kryiacou, *Effective Teaching in Schools: Theory and Practice*, (London: Nelson Thornes Ltd, 2009), p. 126

³⁸ Natalie Rathvon, *Op,Cit* 84

from a whole class to a small group instructional format. (b) *room to room transitions* are involved when students move from the classroom to another part of the building, such as another classroom, the cafeteria, or the playground and (c) *Times transition* vary widely from teacher to teacher, even within the same building.

4) Managing Small Group Instruction and Independent Seat Work

Seatwork is an instructional context in which students work without direct teacher supervision on assigned tasks³⁹. According to Rathvon, at least there were two challenges in seat work discussion. First, teachers assisting individual students or small groups must deliver instruction while simultaneously ensuring that seatwork students perform their assigned tasks and do not disrupt teacher-directed activities. Second, although seatwork is intended to enhance students' academic skills by providing additional practice opportunities, most studies have failed to confirm that typical seatwork activities improve achievement

³⁹ Natalie Rathvon, *Loc, Cit* 96

5) Communicating Competently with the Students

There were two validated and highly usable interventions that focus on classroom relationship, one targeting teacher-student relationships and the other targeting student-student relationships. This section presented strategies targeting three key teacher-student communications:

a. Praise

- (1) *Specific*. Using the student's name, describe the approved behavior in specific terms,
- (2) *Contingent*. Deliver the praise as soon as possible after observing the desired behavior
- (3) *Process-oriented*. Focus the praise on the students' effort and/or strategies, rather than on his or her ability or the outcome
- (4) *Private*. For middle and high school students, move close to the student, obtain eye contact if possible, and deliver the praise so quietly that it is audible only to the target student.

- ### b. Reprimands, research on teacher-student communication have seven dimensions that enhance reprimand effectiveness: (1) promptness, (2) brevity, (3) softness, (4) proximity, (5) calmness, (6) eye contact, and (7) touch.

c. Commands, research on teacher-student communication and parent-child compliance training has identified six dimensions that maximize command effectiveness: (1) specificity, (2) positive statements commands, (3) a firm but calm and unemotional tone of voice, (4) proximity, (5) eye contact, and (6) praise for compliance.

6) Teaching Prosocial Behaviors

The failure to achieve generalization may be related to the fact that the majority of social skills intervention studies have been conducted in settings outside of general education classrooms and by researchers or specially trained personnel rather than by teachers. Gresham in Rothven said that for maximum generalization and maintenance, however, training should be delivered in natural contexts, such as classrooms and playgrounds, to encourage skill use and facilitate reinforcement opportunities arising from positive teacher and peer responses⁴⁰.

7) Building Positive Relationship in the Classroom

Relationship-enhancing interventions are especially important for students who are at risk for academic failure and conflictual teacher-student relationships, including boys, students living in poverty, students with disabilities, students

⁴⁰ Natalie Rathvon, *Loc, Cit* 118

from minority backgrounds, and students with problem behavior.

c. The Relationship between Classroom Climate and Student's English Learning Achievement

Classroom climate as a fuel to activate all activities that done by people, while the learning achievement as a motor that runs all activities depends on the capacity of fuel itself. It means that, good attention to the classroom climate will affect to the achievement in the English learning.

There were many aspects that influence learning achievement in the classroom climate. As noted earlier, there are some main aspects or indicators that related to the classroom climate, such as classroom management (rule clarity and monitoring), humanistic approach (whole person, personal growth, person's awareness, and personal agency). It is also can be seen from physical appearances and lay out of classroom, classroom cohesion (the sense that teacher and students are working towards positive learning gains⁴¹). These mean that the appropriate classroom climate that applied by teachers, determined the result and achievement in the classroom.

⁴¹ John A. C. Hattie, *Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement*, (London: Routledge, 2009), p. 103

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research you are conducting⁴². Based on definition above, the researcher found that there are many researchers discussed about classroom climate and English achievement. The first research is related to Bennet entitled *The Relationship between Classroom Climate and Student Achievement*, this research was conducted on 2001. The data was extracted from a district school in Texas. The city had a population approximately 100,000 citizens, with approximately 15,000 students. Schools consisted of 26 six grades for a total 262 students. The finding of this research is negative correlation between classroom climate and students' achievement.

In addition, Loeone also conducted the research entitled *The Relationship between Classroom Climate Variables and Student Achievement*. This research was conducted on 2009 and participated by 121 teachers from 615 courses from junior high school and high school of a Northwest Ohio district. The finding of this research is that there is no correlation between classroom climate and students' achievement in learning English. Perhaps a negative correlation was found because posting to progress book may have been considered to be mostly homework.

⁴²M. Syafi'i. S. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*, (Pekanbaru: LBSI, 2007), p. 122

C. Operational Concept

Operational concept is the concept how to clarify the theories that used by the researcher quoted from the experts and to avoid misunderstanding and misinterpretation. There were two variables used in this academic paper, they are variable X referred to Classroom Climate and variable Y referred to Students' Achievement. So, variable X was the independent variable (Predictor variable) and variable Y was dependent variable (Criterion Variable).

The indicators of variable X (Classroom Climate) as follows:

1. Organizing a Productive Classroom climate.

This component discussed about seating arrangement. In this case, teacher applied several design of seating arrangement to get different condition in learning process. The seating arrangement can be applied based on the material at that class. In applying several seating design, teacher can control his/her students during learning process.

There are three models of seating arrangement. Those can be seen in the table below.

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2. Establishing Classroom Rules

Classroom rules were important aspect in teaching and learning process. Rules in the classroom such as guidance for operating something. Such a car. Operating a car needs some rules and procedures that must be followed by a driver. The rules and procedures are designed ordinarily to make a comfort and enjoy in driving a car. Finally, by following rules and procedures well, a driver able to operate the car well. This also happens to the teaching and learning process in the classroom. The classroom needs the rules and procedures to gain the goals that planned by teacher. Moreover, the rule should be announced shortly and clearly. In other hand, how clear the rules are and how apparent the consequences are of those rules if broken. In addition, the teacher also

required to be able to give appropriate punishment and rewards for the rules that conducted.

3. Managing Transition

- a) *In-Class Transition* involve changing from one activity to another within the same room, such as switching from one subject to another or moving from a whole class to a small group instructional format.
- b) *Room To Room Transitions* are involved when students move from the classroom to another part of the building, such as another classroom, the cafeteria, or the playground
- c) *Times Transition* varies widely from teacher to teacher, even within the same building.

Transition means the changing condition not only among students, but also teachers and students, teachers and teachers, and students and students. It means that as a teacher, he or she should focus on the moving or changing his/her student, transition of the room, teachers, and managing the time

4. Managing Small Group Instruction and Independent Seat Work

There were two challenges in seat work discussion. First, teachers assisting individual students or small groups must deliver instruction while simultaneously ensuring that seatwork students perform their assigned tasks and do not disrupt teacher-directed activities. Second, although seatwork is intended to enhance students' academic skills by providing additional practice opportunities, most studies have failed to confirm that typical seatwork activities improve achievement

5. Communicating Competently with the Students

This section presented strategies targeting three key teacher-student communications:

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b. Contingent. Deliver the praise as soon as possible after observing the desired behavior

c. Process-oriented. Focus the praise on the students' effort and/or strategies, rather than on his or her ability or the outcome

d. Private. For middle and high school students, move close to the student, obtain eye contact if possible, and deliver

the praise so quietly that it is audible only to the target student.

- b) Reprimands, research on teacher-student communication have seven dimensions that enhance reprimand effectiveness: (1) promptness, (2) brevity, (3) softness, (4) proximity, (5) calmness, (6) eye contact, and (7) touch.
- c) Commands, research on teacher-student communication and parent-child compliance training has identified six dimensions that maximize command effectiveness: (1) specificity, (2) positive statements commands, (3) a firm but calm and unemotional tone of voice, (4) proximity, (5) eye contact, and (6) praise for compliance.

6. Teaching Prosocial Behavior

The failure to achieve generalization may be related to the fact that the majority of social skills intervention studies have been conducted in settings outside of general education classrooms and by researchers or specially trained personnel rather than by teachers. So, based on situation in the learning process, teacher able to identify the students' behavior.

7. Building Positive Relationship in the Classroom

The consideration of this part is the way how to make calm and soft situation that make students enjoy following learning process. In this part also discussed the way to communicate, the way to command, and

the way to look. This also called as affiliation or classroom cohesiveness; how friendly the students are and how many the students help each other and enjoy working together.

The indicator of variable Y (students' achievement) was the achievement score which was taken from the teacher's documentations. The range from the score can be seen as below:

TABLE II.2
THE LEVEL OF STUDENTS' ACHIEVEMENT

No.	Score	Category
1.	0-49	Poor
2.	50-65	Average
3.	66-81	Good
4.	82-100	Excellent

D. Assumption and Hypothesis

1. Assumption

- a. It was assumed Classroom Climate Questionnaire (CCQ) was a way determining classroom climate in the learning process.
- b. It was assumed that the students' response corresponded to the reality of the classroom climate aspects.
- c. It was assumed that students answer to the questionnaire seriously.

2. Hypothesis

- a. There is no significant correlation between classroom climate and students' achievement at MAN 1 Pekanbaru.
- b. There is no correlation between indicators of classroom climate and students' achievement at MAN 1 Pekanbaru.

- c. There is a significant correlation between classroom climate and students' achievement at MAN 1 Pekanbaru.