CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

In this chapter, there are several theories related to this research. They are relevance theories consist: concept of classroom climate, the purpose of classroom cilmate, component of clasroom climate, concept of learning achievement, the purpose of English achievement, the factors' influencing English achievement, and how to measure the students' learning achievement.

2.1.1 Classroom Climate

2.1.1.1 Concept of Classroom Climate

In this global era, teachers should consider the importances of classroom climate. According to Cambell in Kyriacou (2009:126) 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. Thus, classroom climate will run well when the teacher and students are working together cooperatively in classroom.

Classroom climate is an important aspect in teaching and learning process which is applied by the teacher to the students. According to Falsario (2014:2) the most important aspect of classroom climate is the relationship between the teacher and the students. There must be elements of caring, trust and respect in the

interpersonal relationships between the teacher and the students. An effective classroom climate is one in which the teachers' authority to organize and manage the learning activities is accepted by the students. So, If the teacher do not care to this aspect, the learning process in the classroom is totally unacceptable.

According to Cropley (1992:81) there are two conditions establishing climate among students; Interpersonal condition and emotional condition . 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 condition occur when the teacher encourage students to be aware respecting their feeling.

According to Masutha and Ackerman (1999: 2) stated that classroom climate significantly influences students' achievement. A positive classroom climate that enchances academic achievement is facilitated by support, positive feedback, interest in learners' progress and consideration of learners' feeling. So, A positive classroom climate should be reached in order to increase the students' achievement.

2.1.1.2 Purpose of Classroom Climate

Actually, everything has purposes that should be reached in doing something. The purpose is the reason for which something is done or made. According to Malinawati (2016) classroom climate must be created by students and teacher in order to students feel comfort and enjoy during learning process.

So, the purpose of classroom climate is to make students comfort and enjoy in a classroom, it will easier to students to get the materials.

2.1.1.3 Component of Classroom Climate

In accordance with Effective School Interventions (2008), there are some indicators that related to the classroom climate : (a) Organizing a Productive Classroom Climate, (b) Establishing classroom rules and procedures, (c) Managing Transition, (d) Managing Small Group Instruction and Independent Seat Work, (e) Communicating Competently with the Students, (f) Teaching Prosocial Behaviors, (g) Building Positive Relationship in the Classroom

2.1.2 Organizing a Productive Classroom Climate

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

Haldeman (2008:23) mentioned that there are three types of seating arrangement in the classroom. Those can be seen in the table below.

Table 2.1 Types of Seating Arrangement

No	Features	Arrangement	Benefits
1.	Lecture	All chairs face the front of the classroom.	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.	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.	1. Students work in groups of 2, 3, 4, or 5. 2. Groups are spaced apart so as not to disturb each other.

Adopted from Haldeman (2008:23)

Beside that, according to Garnet (2005: 97) there are several types of seating arrangments that can be seen below:

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 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.

2.1.3 Establishing Classroom Rules and Procedures

Classroom rules are important aspect in teaching and learning process. Malone in Natalie (2008:80) stated that classroom rules play a critical role in creating a learning climate that promotes students engagement, cooperation, and productivity . Here are several examples of rules listed by the experts.

a.   Kriacou's lists (2009:126) :

(1) The students must be orderly and punctual entry into the classroom; (2) The students are not talking when the teacher talks or when a pupil is answering question; (3) The Students work sensibly; (4) The students are not chewing or wearing unauthorized clothing; (5) The students do not unauthorized movement or

making unacceptable noise; (6) If the students want to ask someting, they must put hand up for attention.

b.   Rathvon's lists (2008:84):

(1) The students must be prepared for class everyday; (2) The students must be considerate for others; (3) the students must be on time to class; (4)the students have to do what the teacher asked; (5) The students must follow directions

2.1.4 Managing Transition

According to Rathvon (2008: 85) 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 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.

2.1.5 Managing Small Group Instruction and Independent Seat Work

Seatwork is an instructional context in which students work without direct teacher supervision on assigned tasks . According to Rathvon (2008:96), 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

2.1.6 Communicating Competently with the Students

According to Colthran et al in Rathvon (2008) stated that one of the most important aspects of classroom management is the ability to communicate effectively with students . There are two relationships 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. Example : "Joshua, you're really working hard on those math problems today," not "Good job!" or "That's nice."

(2) Contigent. The teacher delivers the praise as soon as possible after observing the desired behavior on the students in order to make the students feel happy and can increase their ability.

(3) Process- oriented. Focus the praise on the students' effort and/or strategies, rather than on his or her ability or the outcome. *Effort example:* "Wow, Joshua, you did really well on your spelling! You must have studied really hard!" not "Wow, Joshua, you did really well on your spelling! You're so

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smart!" . *Strategy example:* "Joshua, it looks like you've figured out how to set up equations with two unknowns! That's really using your head," not "See, Joshua, you can do it if you try!"

(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.

2.1.7 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 Rathvon (2008:118) 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 responses .

2.1.8 Building Positive Relationship in the Classroom

According to Rathvon (2008: 126) stated that 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 from minority backgrounds, and students with problem behavior.

2.1.9   Students Achievement

2.1.9.1 Concept of Learning Achievement

Learning is very important component in education system. It takes place when students interact with others and with environment by observing, talking, listening, discussing, writing and relating their own ideas and experiences with others. Brown (1964:18) describes "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction."He takes place the knowledge as a result of the study and experience.

Learning is also the changing of mental aspects of human beings, not only the knowledge. In line with the idea, Taylor (2008:3) defined learning as: "acquiring not only the subject matter but also acquiring habits, attitudes,

perceptions, preferences, interests, and social skills of many types." From the definition stated, learning has three important elements:

a. Learning is a change of behavior, for better or worse.

b. The change takes place through practice or experience with the environment.

c. Acquiring not only knowledge, but also many social skills.

Learning is development or changes that occur in human being with the passage of time throughout their lives. Development is associated with achievement, so the ultimate goal of learning is achievement. According to Hornby (2000:11), achievement is something done successfully with an effort and skill. It means that the students' effort and skill can determine their success. Then, based on the Greenwood dictionary of education (2003:4), achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement. It means that the achievement of learning process is measured by the knowledge and skills that the learner has. Learning achievement means gaining knowledge. It is a successful performance on a specific task. It is also the successful accomplishment or performance in particular subjects, areas, or courses, usually by reasons of skill, hard work and interest.

Achievement is typically summarized or measured in various types of grades, marks, scores designed by the teacher. The learning achievement is measurable from students which the result of their learning is residing in underline of mean for the low achievement, while result of high achievement is students' learning achievement residing above line average value of class. To measure the

students' achievement in English, the teacher should give a test. According to Brown (2003:48), the specifications for an achievement test should be determined by:

1. The objectives of the lesson, unit, or course being assessed

2. The relative importance (or weight assigned to each objective)

3. The tasks employed in classroom lessons during the unit of time

4. Practically issues, such as the time frame for the test and turn around time

5. The extend to which the test structure lends itself to formative wash back.

2.1.9.2 Purpose of English Achievement

Every activity done or stated in the learning process is constructed with certain and specific purposes. The purpose of learning achievement was to measure the achievement that achieve by the students during learning and teaching process in the classroom.

In order to know the achievement reached by the students, the measurement can be given in test form. According to Brown (2004:3), a test is a method of measuring a person's ability or knowledge in a given area. Thus, by giving test, we will know whether the teaching and learning process is successful or not. Moreover, Hughes (2003:4) explained that the need for the test is related to the concrete measurement tool that can give statement and information what the learners have achieved and also it helps the rational decision of education being

made. That is why, giving test is very necessary in order to know the level of achievement reached by the students. By giving test, the learning achievement gained by the students can be easily identified and help the teacher to measure his or her performance during the teaching process whether it is successful or not.

2.1.9.3 Factors Influencing Students' English Achievement

Achievement is the result gotten by the students after learn a certain subject. There are many factors influencing students' achievement. Kumaravadivelu (2008:31-43) stated in Understanding Language Teaching from Method to Post method that learning achievement was not only influenced by several aspects mentioned before, but also by the aspects that he called by Intake :

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.

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" .

4)   Affective Factors

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

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 (2010:9) defines motivation in the classroom as "the level of enthusiasm and the degree to which students invest attention and effort in learning" .

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 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 Sprenger (2010:44) in Brain- Based Teaching to improve the learning achievement in the classroom :

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.

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 achievement .

2.1.9.4 How to Measure the Students' Learning Achievement

To see the successfulness of learning, it can be seen at the end of learning in the achievement of the students as the result. According to Hornby (2000:8), achievement is something done successfully with an effort and skill.It means that the students' effort and skill can determine their success in learning. In other words, to measure the students' achievement in English subject, they should be given a test which is conducted by the teacher. Brown (2004:3) says that a test is a method of measuring a person's ability or knowledge in a given domain. Thus, by

giving a test, the teacher will know whether his teaching is success or not. From the statement above, the researcher concludes that a test is necessarily given to the students to see their achievement in mastering English.

In order to know the students' achievement in learning English, the researcher took the documentation of their raport score which took from the ledger E-raport of the second year at SMAN 5 Pekanbaru. The raport score is taken from cognitif score, affective score and psychometric score of English subject. The score is not only taken from the semester test but also from the task and periodic examination.

The documentation has been matched and based on the school based curriculum as the guidance of teaching and learning English process which covers in four language skills. In school based curriculum, the purpose of learning English in Senior High School is that to develop those skill in order to communicate and interact in English well. It means that the students should master the four language skills such as listening, speaking, reading and writing to communicate in English.

2.1.10 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 gains). These mean that the appropriate classroom climate that applied by teachers, determined the result and achievement in the classroom.

2.2 Relevant Studies

According to Syafi'i (2007:122), relevance studies is required to observe some previous researchers conducted by other researchers in which they are relevant to the research you are conducting . Based on definition stated, the researcher found that there are many researchers discussed about classroom climate and English achievement. There are some previous researchers about classroom climate and student's achievement.

First, the thesis from Marlinawati, S.Pd (2016) with title "Relationship Between Classroom Climate and Students' English Achievement (Correlation Study to the Tenth Grade of SMA N 1 Jenangan in Academic Year 2015/2016)". The objectives of the research is to investigate relationship between classroom climate and students' English achievement in tenth of SMAN 1 Jenangan at academic year 2015/2016.The study carried at tenth grade of SMAN 1 Jenangan

Ponorogo in April 2016. The researcher using Cochran formula to take the sample thus the researcher assigned four classes. The procedure of the data collection was questionnaire and documentation. To analyst it, used Karl Pearson Product Moment Formula.

The result showed that the coefficient correlation product moment between classroom climate and students' English achievement is 1,389 with 70 total number of case of it shows positive result correlation. From the calculation, r_{xy} ≥ r table, 5% 1,389 ≥ 0,232. So, there is a relationship between classroom climate and students' English achievement at tenth grade of SMAN 1 Jenangan Ponorogo.

Second, the journal from Leone (2009) with the title "The Relationship between Classroom Climate Variable and Student Achievement". The objectives of the study is to find out the relationship existed between classroom climate variables and students 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.

In this research, the researcher focuses on the correlation between classroom climate and English achievement of the second year student at SMAN 5 Pekanbaru to find out the correlation. Then, this research takes one of classes by

using simple cluster sampling. This research uses questionnaire as classroom climate and E-raport score as English achievement. The design of this research was a correlational research.

2.3 Conceptual Framework

Conceptual Framework is the concept how to clarify the theories that are 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 refered to Classroom Climate and variable Y refered to Students' Achievement. So, variable X was the independent variable (Predictor variable) and variable Y was dependent variable (Criterion Variable).

Correlation Between Classroom Climate and Students' English Achievement of the Second Year Students at SMAN 5 Pekanbaru
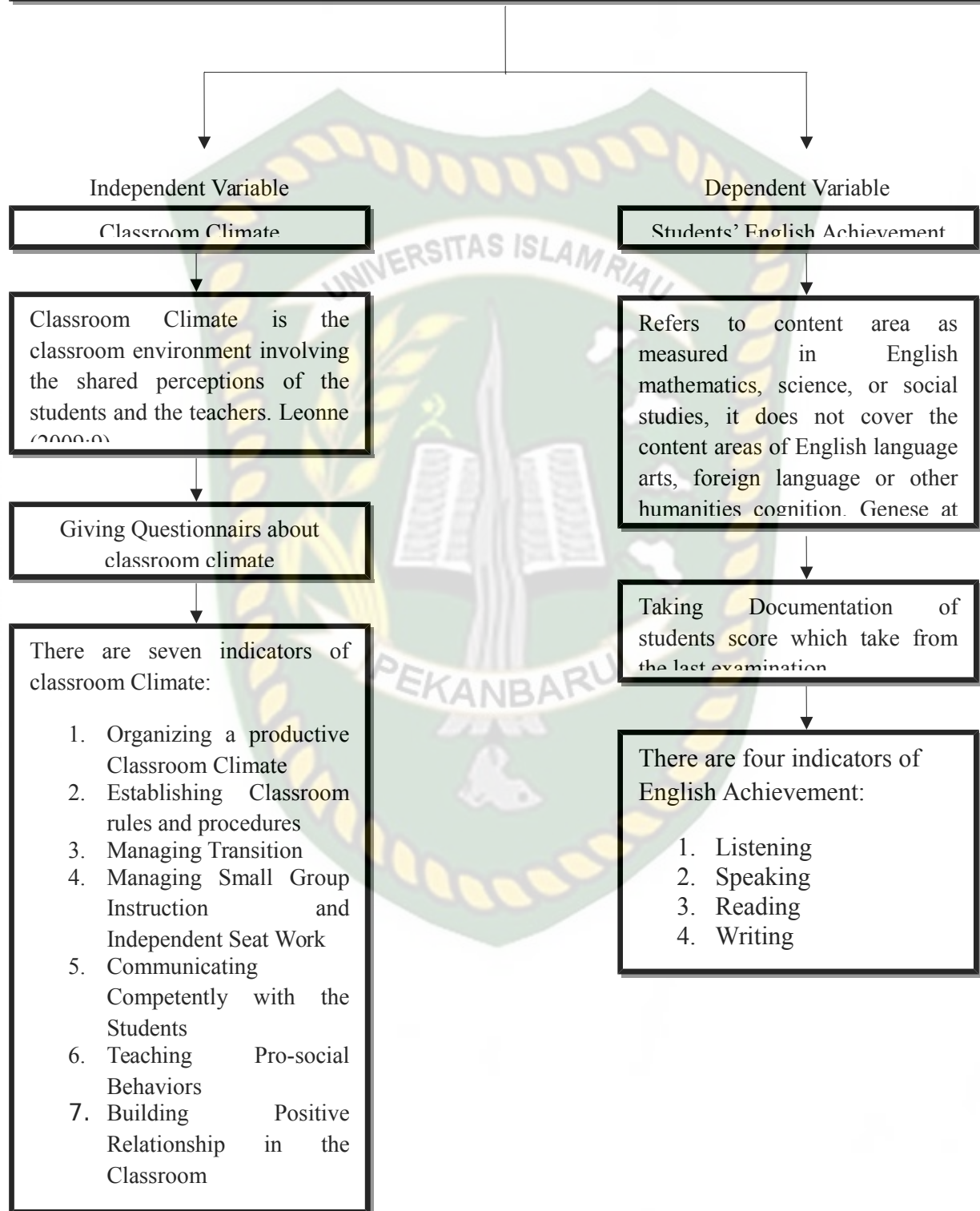
Independent Variable

Classroom Climate

Classroom Climate is the classroom environment involving the shared perceptions of the students and the teachers. Leonne (2009:9)

Giving Questionnairs about classroom climate

There are seven indicators of classroom Climate:

1. Organizing a productive Classroom Climate
2. Establishing Classroom rules and procedures
3. Managing Transition
4. Managing Small Group Instruction and Independent Seat Work
5. Communicating Competently with the Students
6. Teaching Pro-social Behaviors
7. Building Positive Relationship in the Classroom

Dependent Variable

Students' English 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. Genese at

Taking Documentation of students score which take from the last examination

There are four indicators of English Achievement:

1. Listening
2. Speaking
3. Reading
4. Writing

Figure 2.1 Conceptual Framework

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1.4 Hypothesis

a. There is a significant correlation between classroom climate and students' achievement at SMAN 5 Pekanbaru.

b. There is no correlation between indicators of classroom climate and students' achievement at SMAN 5 Pekanbaru.