
THE CORRELATIONS AMONG STUDENTS' PERCEPTIONS OF CLASSROOM ENVIRONMENT, MOTIVATION IN LEARNING ENGLISH AND THEIR ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOLS IN INDRALAYA

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Abstract

This study was aimed at finding out whether or not there were significant correlations between: (1) the students' perceptions of classroom environment and students' English achievement, (2) each scale of the students' perceptions of classroom environment and students' English achievement, (3) students' motivation and students' English achievement, (4) each scale of the students' motivation and students' English achievement, (5) predictor variables and criterion variable. This study also investigated whether or not there were significant contributions of the predictor variables toward students' English achievement. This study involved 103 students selected randomly from 3 state senior high schools in 3 different sub-districts in Indralaya. The 'What Is Happening In this Class (WIHIC) questionnaire', motivation questionnaire, and an English test were used to collect the data which were analyzed statistically by using correlation and multiple regression analyses. The findings showed that there were significant correlations between: (1) the students' perceptions of classroom environment and their English achievement ($r = .297$), (2) five scales of the students' perceptions of classroom environment and their English achievement, (3) the students' motivation and their English achievement ($r = .312$), (4) all scales of the students' motivation and their English achievement, (5) combination of predictor variables and criterion variable ($r = .346$). There were also significant contributions of: (1) the students' perceptions of classroom environment and *Teacher Support* toward their English achievement, (2) the students' motivation and *Instrumental Motivation* toward their English achievement, (3) predictor variables toward criterion variable. In conclusion, the students' perceptions of classroom environment and students' motivation were significantly correlated to their English achievement.

Keywords: Classroom Environment, Motivation, English Achievement

1. Introduction

English is an international language that is spoken in many countries throughout the world, including Indonesia. As Crystal (2003, as cited in Lauder, 2008, p. 10) claims, there are around 1,500 million speakers of English worldwide, including around 329 million L1 speakers, 430 million L2 speakers, and about 750 million speakers of English as a foreign language.

In Indonesia, English is still a foreign language. Indonesian students have talked each other by using English in their conversation, but they still have some mistakes in it, such as grammar error in their speech. As the Indonesian second language oral examination report (2013), some students in Indonesia still have a limited control of simple vocabulary, make frequent errors, speak with inaccurate rising intonation, and sometimes cannot be able to elaborate on ideas and opinions. Therefore in Indonesia, English has been extensively taught and implemented from junior high school to college levels. Moreover, there are Indonesian elementary schools that include English as the local content subject. It is worth saying that the teaching of English from the early level (i.e., elementary school) is the effort to anticipate the trend of globalization and stiff competitiveness from other foreign countries. For example, in 2016, ASEAN holds AEC (Asean Economic Community) that opens the labor exchange as one of its vision. Therefore, having a good command in English is very essential for Indonesian students.

As the compulsory subject for the junior high and senior high school students, English is included in the final examination as officially stated in the Ministry of Education Decree No. 5/2015. Nevertheless, a recent study focusing on the students' English national examination score from 2010-2014 at SMKN 1 Teluk Keramat, Pontianak (Pratamawadi, Supardi, & Salam, 2015) showed that the students' English achievement did not show the promising result. Specifically, the English results of national examination from 2010 to 2014 showed an inconsistency result and it tended to show a negative progress.

The students' low English achievement can be caused by many factors. One factor which can influence students' English achievement is motivation. As Brown (2001, p. 84) claims, "One of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom".

Another factor which influences students' English achievement usually comes from the students' circle such as their parents, economic status, or classroom environment. Based on Vygotsky's theory of social development (1978, as cited in Wei & Elias, 2011, p. 240), students' learning development can be determined by the classroom environment. Furthermore, the study conducted by Rahmi and Diem (2014) to the 8th graders of state junior high schools in Palembang found that students' perceptions of classroom environment were correlated positively to students' English achievement.

Being taken into the consideration the students' low English achievements, the roles of motivation and the other factor such as students' perceptions of classroom environment are very important. A recent study done by Astuti (2013) to the students from two schools in a small town in West Sumatera claimed that teachers' rapport with their students and the teachers' planning decisions played very important roles in motivating the students in learning the language. Therefore, classroom environment plays an important role in students' English learning development since it is the place where process of learning occurs.

Students' lack of motivation that is caused by the classroom environment as explained previously can affect the students' achievement in learning English. As Li and Pan (2009, p. 127) claimed in their study conducted in China, students who had the higher motivation in learning English achieved greater success while those lacking motivation made no attempt in learning and they often led failure in exam.

In addition, a study done by Wei and Elias (2011) to the 140 Form Four students of the secondary school in Malacca found that majority of the students perceived their classroom as having affiliation and they were extrinsically motivated.

Another study done by Haqza (2014) who did her research by involving 32 students of the second year students at MA Darel Hikmah Pekanbaru as the sample proved that there is a significant correlation between students' perception of classroom environment and motivation in learning English, and it gave the effect to their achievement.

Based on the explanation above, the writer was interested in conducting a research entitled "The Correlations among Students' Perceptions of Classroom Environment, Motivation in Learning English and Their English Achievement of the Eleventh Grade Students of State Senior High Schools in Indralaya." Thus, the problems of this study were formulated as the following questions; 1) Was there any significant correlation between students' perceptions of classroom environment and English achievement of the eleventh grade students of state senior high schools in Indralaya?, 2) Was there any significant correlation between each scale of students' perceptions of classroom environment and English achievement of the eleventh grade students of state senior high schools in Indralaya?, 3) Was there any significant correlation between students' motivation in learning English and English achievement of the eleventh grade students of state senior high schools in Indralaya?, 4) Was there any significant correlation between each scale of students' motivation in learning English and English achievement of the eleventh grade students of state senior high schools in Indralaya?, 5) Was there any significant correlation between the combination of predictor variables (students' perceptions of classroom environment and motivation) and criterion variable (English achievement) of the eleventh grade students of state senior high schools in Indralaya?, 6) Was there any significant contribution of the students' perceptions of classroom environment and each scale of the students' perceptions of classroom environment toward the English achievement of the eleventh grade students of state senior high schools in Indralaya?, 7) Was there any significant contribution of the students' motivation in learning English and each scale of the students' motivation in learning English toward the English achievement of the eleventh grade students of state senior high schools in

Indralaya?, and 8) Was there any significant contribution of the combination of predictor variables (students' perceptions of classroom environment and motivation) toward the criterion variable (English achievement) of the eleventh grade students of state senior high schools in Indralaya?

2. Theoretical Background

There are many factors that may contribute towards students' motivation to achieve high grades in school. The perceptions of classroom environment are the one of the background of English achievement because classroom environment is the place where the students study and learn. Classroom environment can be considered as a miniature society that consists of individual students with varying interests, diverse background and wide-ranging personalities (Khiné, 2001).

The condition of classroom can influence students' outcome. As Vygotsky's theory of social development (1978, as cited in Wei & Elias, 2011, p. 240), students' learning development can be determined by the classroom environment. Moreover, Klem and Connell (2004) also claim that the roles of the teacher and students' engagement in classroom are the important things for getting success in school. Classroom environment is significantly correlated with the students' English achievement (Rahmi & Diem, 2014). Meanwhile, Brookhart (2006) claims that the students' perceptions of grades and other aspects of classroom assessment influence student motivation to learn. Students will perform better and have more positive attitudes in learning when they perceive classroom environment positively.

On the other hand, motivation has an important influence in students' outcomes because it plays as the helps when the learners face something difficult and complex in learning motivation has an important influence in students' outcomes because it plays as the helps when the learners face something difficult and complex in learning. Motivation comes from Latin word "movere", which means "to move" (Partridge, 2000, p. 8).

Motivation can force or push someone to do something. Dimiyati and Mudjiono (2013, p. 80) explain that motivation is the mental power that encourages students to act such as the attitude of students when they are learning. In Self-determination Theory (Ryan & Deci, 1985, as cited in Ryan & Deci, 2000, p. 55), they distinguish different types of motivation based on different reasons or goals that cause an action. Those types of motivation are intrinsic motivation and extrinsic motivation. Ryan and Deci (2000, p. 55) explain that intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. It means that intrinsic motivation is innate or within, hence it stimulates or drives within the individual. Intrinsic motivation is similar to integrative motivation, because when a learner is aroused or motivated by this kind of information, the learner feels positive to learn English as he or she desires to learn English by herself or himself not because being forced.

Extrinsic motivation is a boost toward someone's behavior which is outside of the act doing (Dimiyati & Mudjiono, 2013, p. 91). Extrinsic motivation is similar with instrumental motivation, which is when a learner is activated to do something because he or she has a desire to receive something that she or he prefers. Extrinsic motivation can come from the school or from the students' living environment.

3. Method

This study applied correlation method. According to Arikunto (2000, p. 326), the objectives of correlation research are to find out whether or not there is a correlation between the variables, to calculate the strength of the correlation, and to determine the significance of correlation. The population of this study involved 497 eleventh grade students of state senior high schools in Indralaya in academic year 2015/2016 coming from 3 state senior high schools of three sub-districts (Indralaya, Indralaya Utara, and Indralaya Selatan).

The technique of selecting the sample was simple random sampling. In using simple random sampling, every member of the population had an equal and

independent chance of being selected (Fraenkel, Wallen, & Hyun, 2012, p. 94). The writer used the lottery in taking the sample. Arikunto (2006, p. 120) states that, if the subjects in the population are more than 100, the sample can be taken around 10-20% or 20-30% or more. In this study, the writer took 20% of the sample. Therefore, there were 103 students who became the sample of this study.

In collecting the data, the writer used the English test and two questionnaires. English test was taken from the English examination test from the previous year made by the teacher that consists of 50 multiple choice questions. The questionnaires used were ready-made questionnaires. They were ‘What Is Happening In this Class (WIHIC) questionnaire’ developed by Fraser, Fisher, and McRobbie (1996, as cited in Khine, 2001) to measure the students’ perceptions of classroom environment and motivation questionnaire designed by Degang in 2010. WIHIC questionnaire consists of 56 items divided into seven scales (*Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation, and Equity*) and motivation questionnaire consists of 20 items divided into two scales (*Instrumental and Integrative Motivation*). Both of questionnaires used Likert-scale. The questionnaires had been translated into Indonesian first and then they were checked by the Indonesian and English teacher in order to get more acceptable and understandable translated items of questionnaires to be responded by the students.

The writer checked the validity and reliability of the test and questionnaires before distributed them to the sample students. The test and questionnaires were tried out to 25 non-sample students who are in the same grade in SMA N 1 Tanjung Raja. The validity of the test was measured by SPSS 22 version using Corrected–Item Total Correlation. After the result of the test and questionnaires were checked, there were ten questions of the test which were invalid. They were number 15, 19, 24, 25, 28, 35, 41, 43, 44 and number 45. Those six invalid questions were directly discarded. Meanwhile, all statements of the questionnaires were valid. Then, the writer checked the reliability of the test and questionnaires by using Cronbach’s Alpha in SPSS 22 version for windows. The test and instruments were reliable since the reliability of the

general English test was 0.814, the reliability of WIHIC questionnaire was 0.954, and the reliability of motivation questionnaire was 0.866. Wallen and Fraenkel (1991, as cited in Nurdiana, 2013) state that a rule of thumb is that reliability should be at least 0.70 or preferably higher.

After the valid and reliable questions of the test and statements of the questionnaires were obtained, the writer gave those instruments to the sample students. Then, to analyse the data, the writer used SPSS 22 version for windows. Pearson Product Moment Correlation Coefficient was used to check the correlation among those variables, and Multiple Regression Analysis to check the contribution of the predictor variables (Students' perceptions of classroom environment and students' motivation) toward the criterion variables (students' English achievement).

4. Result and Discussion

Descriptive Statistics

The descriptive statistics of the variables, i.e. students' perceptions of classroom environment, students' motivation in learning English, and students' English achievement are presented in Table 1. It can be seen that the means score and standard deviation of classroom environment were 200.33 and 25.628 respectively. For each scale of classroom environment, *Equity* had the highest mean score (32.12).

Meanwhile, the mean score of the students' motivation in learning English was 68.63. The highest mean score of the students' motivation scales was *Integrative Motivation* (34.51). Then, the mean score of students' English achievement was 72.05. Table 1 also shows that most of the students' English achievement was still in an average level (46.60%).

Table 1. Descriptive Statistics Summary of Students' Perceptions of Classroom Environment, Students' Motivation, and Their English Achievement (N=103)

Variables	Mean	Frequency	Percentage (%)	Standard Deviation
Students' Perceptions of Classroom Environment	200.33	103	100.00	25.628
<i>Student Cohesiveness</i>	31.10			3.869
<i>Teacher Support</i>	26.10			5.455
<i>Involvement</i>	25.36			5.691
<i>Investigation</i>	24.53			5.756
<i>Task Orientation</i>	31.83			4.025
<i>Cooperation</i>	29.29			5.133
<i>Equity</i>	32.12			5.049
Students' Motivation	68.63	103	100.00	11.819
<i>Instrumental</i>	34.12			4.918
<i>Integrative</i>	34.51			8.037
Students' English Achievement	72.05			10.637
<i>Excellent</i>	90.33	6	5.83	2.251
<i>Good</i>	79.30	44	42.72	4.537
<i>Average</i>	65.71	48	46.60	3.770
<i>Poor</i>	52.75	4	3.88	2.062
<i>Very Poor</i>	25.00	1	0.97	-

Statistical Analyses

The results of the statistical analyses were presented based on the proposed research questions.

The Correlation between Students' Perceptions of Classroom Environment and Their English Achievement

The result of the correlation between the students' perceptions of classroom environment and their English achievement can be seen in Table 2. Based on this table, it was found that there was a positive significant correlation between students' perceptions of classroom environment and their English achievement ($r = .297$; p -value = .002).

Table 2. Summary Statistics of Correlation Analysis between Students' Perceptions of Classroom Environment and Their English Achievement (N=103)

Predictor Variable	Correlation Coefficient (<i>r</i>)	Significant Level (<i>p</i> < .05)
Students' Perceptions of Classroom Environment	.297	.002**

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

The Correlation between Each Scale of Students' Perceptions of Classroom Environment and Their English Achievement

Each scale of the students' perceptions of classroom environment was also correlated to the students' English achievement. From the result of Pearson Product Moment Analysis, it was found that two scales of classroom environment (*Student Cohesiveness* and *Task Orientation*) did not have any significant correlation to the students' English achievement since the correlation coefficients of *Student Cohesiveness* (*r*-obtained= .131) and *Task Orientation* (*r*-obtained= .150) were lower than the *r*-table (*r*-table= .197). The other five scales of the students' perceptions of classroom environment (*Teacher Support*, *Involvement*, *Investigation*, *Cooperation*, and *Equity*) were significantly correlated to the students' English achievement since their correlation coefficients were higher than the *r*-table (*r*-table= .197).

Table 3. Summary Statistics of Correlation Analysis between Students' Perceptions of Classroom Environment Scales and Their English Achievement (N=103)

Scales of Students' Perceptions Classroom Environment	Correlation Coefficient (<i>r</i>)	Significant Level (<i>p</i> < .05)
<i>Student Cohesiveness</i>	.131	.188
<i>Teacher Support</i>	.286	.003**
<i>Involvement</i>	.219	.027*
<i>Investigation</i>	.240	.015*
<i>Task Orientation</i>	.150	.130
<i>Cooperation</i>	.232	.019*
<i>Equity</i>	.221	.025*

*. Correlation is significant at the 0.05 level (2-tailed)

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

The Correlation between Students' Motivation and Their English Achievement

As shown in Table 4, there was a positive significant correlation between students' motivation in learning English and their English achievement ($r = .312$; p -value = .001).

Table 4. Summary Statistics of Correlation Analysis between Students' Motivation and Their English Achievement (N=103)

Predictor Variable	Correlation Coefficient (<i>r</i>)	Significant Level ($p < .05$)
Students' Motivation	.312	.001 ^{**}

^{**}. Correlation is significant at the 0.01 level (2-tailed)

The Correlation between Each Scale of Students' Motivation and Their English Achievement

Each scale of the students' motivation was also correlated to the students' English achievement. From the result of Pearson Product Moment Analysis, it was found that two scales of motivation (*Instrumental* and *Integrative Motivation*) were significantly correlated to the students' English achievement since the correlation coefficients of *Instrumental Motivation* (r -obtained = .309) and *Integrative Motivation* (r -obtained = .270) were higher than the r -table (r -table = .197).

Table 5. Summary Statistics of Correlation Analysis between Students' Motivation Scales and Their English Achievement (N=103)

Scales of Students' Motivation	Correlation Coefficient (<i>r</i>)	Significant Level ($p < .05$)
<i>Instrumental Motivation</i>	.309	.002 ^{**}
<i>Integrative Motivation</i>	.270	.006 ^{**}

^{**}. Correlation is significant at the 0.01 level (2-tailed)

The Correlation between Predictor Variables (Students' Perceptions of Classroom Environment and Motivation) and Criterion Variable (Students' English Achievement)

The result of the correlation between predictor variables (students' perceptions of classroom environment and motivation) and criterion variable (students' English achievement) can be seen in Table 6. Based on this table, it was

found that there was a positive significant correlation between students' perceptions of classroom environment and their English achievement ($r = .346$; $p\text{-value} = .000$).

Table 6. The Correlation between Predictor Variables (Students' Perceptions of Classroom Environment and Motivation) and Students' English Achievement (N=103)

Predictor Variables	Correlation Coefficient (<i>r</i>)	Significant Level ($p < .05$)
Students' Perceptions of Classroom Environment and Motivation	.346	.000**

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

The Contribution of Students' Perceptions of Classroom Environment and Students' Motivation to Their English Achievement

Since there were positive significant correlations between students' perceptions of classroom environment and their English achievement and between students' motivation in learning English and their English achievement, the analysis was then continued by using Multiple Regression Analysis to see whether or not students' perceptions of classroom environment and students' motivation really had a significant influence on students' English achievement.

The contribution of the students' perceptions of classroom environment toward the students' English achievement is presented in Table 7. It shows that the R^2 of the students' perceptions of classroom environment was 0.088 (sig. $F = .002$). It means that there was a small contribution of the students' perceptions of classroom environment (8.8%) toward students' English achievement and it was significant.

Table 7. The Contribution of the Students' Perceptions of Classroom Environment toward Students' English Achievement

Predictor Variable	Criterion Variable	R	R^2	R Square Change	Sig. F Change	Sig. F
Students' Perceptions of Classroom Environment	Students' English Achievement	0.297	0.088	0.088	0.002	0.002

Table 8 shows the contribution of the scales of students' perceptions of classroom environment toward students' English achievement. It shows that only *Teacher Support* that was predicted as the most important scale of students' perceptions of classroom environment which explained 8.2% proportion of variance in students' English achievement. However, the six other scales were weak and excluded from the analysis by the stepwise procedure.

Table 8. The Stepwise Contribution of the Scale of Students' Perceptions of Classroom Environment toward Students' English Achievement

Students' Perceptions of Classroom Environment	Criterion Variable	R	R ²	R Square Change	Sig. F Change	Sig. F
Teacher Support	Students' English Achievement	0.286	0.082	0.082	0.003	0.003

The contribution of the students' motivation toward the students' English achievement is presented in Table 9. It shows that the R² of the students' motivation was 0.097 (sig. F= .001). It means that there was a small contribution of the students' perceptions of classroom environment (9.7%) toward students' English achievement and it was significant.

Table 9. The Contribution of the Students' Motivation toward Students' English Achievement

Predictor Variable	Criterion Variable	R	R ²	R Square Change	Sig. F Change	Sig. F
Students' Motivation	Students' English Achievement	0.312	0.097	0.097	0.001	0.001

Table 10 shows the contribution of the scales of motivation toward students' English achievement. It shows that only *Instrumental Motivation* that was predicted as the most important scale of students' motivation which explained 9.5% proportion of variance in students' English achievement. However, the other scale was weak and excluded from the analysis by the stepwise procedure.

Table 10. The Stepwise Contribution of the Scale of Students' Motivation toward Students' English Achievement

Students' Motivation	Criterion Variable	R	R²	R Square Change	Sig. F Change	Sig. F
Instrumental Motivation	Students' English Achievement	0.309	0.095	0.095	0.002	0.002

The contribution of the predictor variables (students' perceptions of classroom environment and motivation) toward students' English achievement is presented in Table 11. It shows that the R² of the students' motivation was 0.120 (sig. F= .000). It means that there was a small contribution of the students' perceptions of classroom environment (12.0%) toward students' English achievement and it was significant.

Table 11. The Contribution of the Predictor Variables (Students' Perceptions of Classroom Environment and Motivation) toward Students' English Achievement

Predictor Variables	Criterion Variable	R	R²	R Square Change	Sig. F Change	Sig. F
Students' Perceptions of Classroom Environment and Motivation	Students' English Achievement	0.346	0.120	0.120	0.000	0.000

Based on previous findings above, the R² for the students' perceptions of classroom environment was 0.088 and students' motivation in learning English was 0.097. It can be concluded that students' motivation in learning English (9.7%) contributed more than students' perceptions of classroom environment (8.8%) though the contribution was small.

Discussion

Based on the statistical analyses, the writer attempted to describe some interpretations. First, the students' perceptions of classroom environment was positively correlated with the students' English achievement and it was significant. It is in line with Fraser (1998) statement that the quality of the classroom environment is the significant determinant of students learning.

Second, the correlation data analysis between each scale of students' perceptions of classroom environment and students' English achievement was conducted separately. There were two scales of students' perceptions of classroom environment (*Student Cohesiveness* and *Task Orientation*) positively correlated with the students' English achievement, but they were not significant. It means that the relationship of each student in the class and their willingness in completing planned activities and staying on the subject matter did not have significant correlation to their English achievement. Brok, Fisher, Rickards, and Bull (2005) found in their study that *Student Cohesiveness* and *Task Orientation* were statistically no significant amounts of variance at the class level. These two scales had the lower correlation coefficient than other scales. Nonetheless, the five scales of students' perceptions of classroom environment (*Teacher Support*, *Involvement*, *Investigation*, *Cooperation*, and *Equity*) were positively correlated with the students' English achievement, and they were significant. The positive correlation means that the higher the possession of each scale of students' perceptions of classroom environment, the higher the students' English achievement.

Third, another finding of the study was the correlation between the students' motivation in learning English and students' English achievement. There was a significant positive correlation between students' motivation in learning English and their English achievement. It is in line with Li and Pan (2009, p. 127) that claimed students who had the higher motivation in learning English achieved greater success while those lacking motivation made no attempt in learning and they often led failure in exam. Fourth, the data analysis also showed that there was positively correlated both instrumental and integrative motivation to students' English achievement and it was significant. Instrumental motivation showed higher correlation than integrative motivation toward students' English achievement. This study coincides with the result of the study conducted by Kitjaroonchai and Kitjaroonchai (2012) which claimed that the students' instrumental motivation was found slightly higher than their integrative motivation.

Fifth, the predictor variables in this study (students' perceptions of classroom environment and students' motivation) were positively correlated with the students' English achievement and it was significant. It also showed that the better the students possessed good classroom environment and high motivation, the better result of students' English achievement was gained.

Sixth, the regression analysis showed that there was significant contribution of the students' perceptions of classroom environment to their English achievement. It means that the students' perceptions of classroom environment have contribution to the students' English achievement though it was in a small proportion. Furthermore, among the seven scales, only *Teacher Support* contributed significantly to the students' English achievement. It means that the role of teacher in class had stronger influence toward the students' English achievement than the others. However, the contribution was also in a small proportion.

Seventh, there was significant contribution of the students' motivation to their English achievement. However, the contribution of the students' motivation in learning English toward their English achievement was also weak. The result of regression analysis showed that only *Instrumental Motivation* that contributed significantly to the students' English achievement. It means that instrumental motivation (extrinsic motivation) was predicted as the most important scale of students' motivation in contributing the students' English achievement. Al-Tamimi and Shuib (2009, as cited in Kitjaroonchai and Kitjaroonchai, 2012) also found that instrumental motivation being the primary source of the Yemeni students' motivation.

Eighth, the regression analysis of the predictor variables (students' perceptions of classroom environment and students' motivation) toward students' English achievement was analyzed. Here, the result showed that the predictor variables contributed low on the students' English achievement. However, the combination predictor variables toward the criterion variable had higher contribution than the contributions of students' perceptions of classroom environment and

students' motivation had toward students' English achievement if they were analyzed separately. Finally, by comparing the two contributions, students' motivation in learning English showed higher influence toward students' English achievement than students' perceptions of classroom environment did.

5. Conclusion and Remark

Based on the findings and interpretations above, there were some conclusions drawn from this study.

First, there was a significant positive correlation between the students' perceptions of classroom environment and students' English achievement. Second, among the seven students' perceptions of classroom environment scales, only *Students Cohesiveness* and *Task Orientation* scales were not significantly correlated with the students' English achievement. Nonetheless, all the scales of the students' perceptions of classroom environment (*Students Cohesiveness*, *Teacher Support*, *Involvement*, *Investigation*, *Task Orientation*, *Cooperation*, and *Equity*) were positively correlated.

Third, a significant positive correlation between the students' motivation in learning English and their English achievement was also occurred. Fourth, each student's motivation in learning English scale (*Instrumental* and *Integrative Motivation*) was positively correlated.

Fifth, there was a positive significant correlation between the combination of predictor variables (students' perceptions of classroom environment and students' motivation) toward their English achievement.

Sixth, regarding the contribution of the teachers' teaching styles and each scale toward students' English achievement, it was found that students' perceptions of classroom environment gave significant contribution to the students' English achievement though with a small proportion. Moreover, it was also found that only *Teacher Support* contributed significantly to the students' English achievement.

Seventh, in general students' motivation in learning English also showed a low contribution. It was also found that only Instrumental Motivation contributed significantly to the students' English achievement. Eighth, the predictor variables (students' perceptions of classroom environment and students' motivation) also gave significant contribution to the students' English achievement though with a small proportion. Finally, the students' motivation in learning English showed higher influence toward the students' English achievement than the students' perceptions of classroom environment did.

Based on the conclusion above, suggestions in this study are provided for the students, teachers and other researchers who are interested in further research. First, for the students, this study can help students to know about the importance of their interaction and participation among themselves and teachers to their motivation in learning English toward their English achievement. Second, for the English teachers, they need to pay attention with the classroom environment. Since the *Teacher Support* had higher contribution than the other scales of perceptions of classroom environment, the teacher should enhance their attention and support to the students to get better process and result on teaching and learning English activities. Third, for future researchers who have interest on this subject, students' perceptions of classroom environment and students' motivation in learning English are broad area, so there are probabilities to correlate them with other variables since there are still many unexplained factors that can give contribution for the students' English achievement.

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