THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT

AND STUDENTS LEARNING ENVIRONMENT

IN ENGLISH LANGUAGE LEARNING

A thesis

Submitted to the faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the degree of education in English Department

BY
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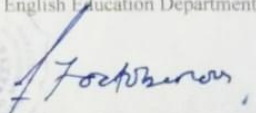
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4/9/23	1-5	- Scope of the research - Chapter 2 (differences & similarities previous study with yours	
/9/23	1-5	- Chapter 3 (Instrument) - Data analysis - Scoring Rubric For correlational Study Cresswell.	
/9/23	1-5	- Chapter 4. Findings (analysis Questionnaire) revise all your findings - Chapter 5 (Conclusion)	
4/9/23	1-5	- References (check again) - Questionnaire (which are each physical learning environment statements)	
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Motto :

Jangan Takut Gagal Selama Kita Berusaha Untuk Menggapainya

Jangan Takut Menyerah Selama Doa Dan Dukungan Orang Tuamu

Menjadi Penyemangat Hari-Harimu

Don't be Afraid of Failure as Long as we

Try to Achieve it

Don't be Afraid to Give up as Long as

Your Parents' Prayers

and Support are Your Daily Encouragement.

ABSTRACT

Astiti Wahab (2023), The Relationship Between Student Achievement and the Student Learning Environment in English Learning, English Language Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Farisha Andi Baso and Herlina Daddi.

This research aims to determine the relationship between student achievement and the student learning environment in English learning. This research instrument uses a questionnaire about the student's learning environment which consists of 20 statements and provides assignments in class to obtain student achievement scores. This research uses quantitative methods. The sample for this research was Muhammadiyah Sungguminasa High School students in the science class and social studies class, totaling 24 students. The technique of using cluster random sampling. Data were analyzed using SPSS 24.00.

The results of this research were identified as significant (positive) in that there was a relationship between student achievement and the student's learning environment in English learning with a correlation of 0.537 and categorized as enough. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. So the conclusion is that the better the student environment, the better the student's learning achievement.

Keywords: Relationships, Student Achievement, Student Learning Environment

ABSTRAK

Astiti Wahab(2023), Hubungan Antara Prestasi Siswa Dengan Lingkungan Belajar Siswa Dalam Pembelajaran Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Unuviersitas Muhammadiyah Makassar dibimbing oleh Farisha Andi Baso dan Herlina Daddi.

Penelitian ini bertujuan untuk mengetahui hubungan antara prestasi siswa dengan lingkungan belajar siswa dalam pembelajaran bahasa inggris. Instrumen penelitian ini menggunakan angket tentang lingkungan belajar siswa yang berjumlah 20 pernyataan dan memberikan tugas dikelas untuk mendapatkan nilai prestasi siswa. Penelitian ini menggunakan metode kuantitatif. Sampel penelitian ini adalah siswa SMA Muhammadiyah Sungguminasa kelas IPA dan kelas IPS yang berjumlah 24 siswa. Teknik penggunaan sampel cluster random sampling. Data dianalisis menggunakan SPSS 24.00.

Hasil dari penelitian ini teridentifikasi signifikan (positif) bahwa terdapat hubungan antara prestasi siswa dengan lingkungan belajar siswa dalam pembelajaran bahasa inggris dengan korelasi sebesar 0,537 dan berkategorikan nilai cukup. Artinya hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Jadi kesimpulannya bahwa semakin baik lingkungan siswa maka semakin baik pula prestasi belajar siswa.

Kata kunci : Hubungan, Prestasi siswa, Lingkungan Belajar Siswa

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Alhamdulillah, undoubtedly, all types of praise are due to Allah SWT, the creator of the best substance scenario that governs all of His creatures' existence. He is the individual who offers health, opportunity, and advice to researchers in order for them to conduct their research. Shalawat and greetings are always lavished on the Prophet Muhammad SAW as an intermediary who guides us to the path of truth and saves us from mistake. Writing a thesis is difficult and time-consuming. The researcher confronted numerous obstacles while preparing this thesis. However, with Allah SWT's permission, the author was able to complete this thesis with assistance and support from numerous parties. As a result, the researcher wishes to express his heartfelt gratitude to:

1.Dr. H. Ambo Asse, M.Ag. as Chancellor of the Muhammadiyah University of Makasar.

2. Erwin Akib, S.Pd., M.Pd., Ph.D., as Dean of the Faculty of Teacher Education and Training.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd., has been appointed Head of the English Language Education Department.

4. Dr. Farisha Andi Baso, S.Pd. MPd. and Herlina Daddi, S.Pd. M.Pd., thank you for your time, energy, thoughts, and patience in guiding the researcher.

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7. Thank you for your perseverance throughout this period, thank you for staying on even when you want to give up.

The researcher recognizes that this thesis is far from ideal, but the researcher thinks that it will be valuable in providing information on the relationship between student accomplishment and the student's learning environment in English learning. Reader ideas are needed to improve this thesis.

Makassar, September 2023

Astiti Wahab

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CHAPTER I

INTRODUCTION

A. Background of Research

Within a nation's educational system, learning English is one of the most crucial components. Numerous factors that can have a favorable or negative impact on the educational process are involved in learning English. At all academic levels of the educational system, English is the language of instruction. English in particular is a crucial language for communication in a variety of disciplines, including politics, business, and the business world. It is well acknowledged that mastering the English language is essential for success in life. The efficacy of students' language studies is also determined by other aspects, such as motivation, attitudes, and beliefs about learning a language. These are examples of metrics of success. Thus, these aspects need to be properly taken into account by educators and teachers. Sociolinguists and educators have been studying the factors that influence kids' performance in English in school since the final part of the 20th century.

Since achievement can be seen as a sign of a nation's educational success or failure, it is a crucial component of many national education systems (Hayati, 2015). Success in school and in the workplace later on would be encouraged (Areepattamannil & Freeman, 2008). Particularly, there were a variety of factors that could affect a student's academic performance in the context of English achievements, including non-cognitive elements like language learning

techniques (Al-Qahtani, 2013; Al-Hebaisi, 20012; Adnan, Nordin, & Burhan, 2002; Nasihah, & Cahyono, 2017; Jun-ming, 2017; Uslu, Sahin, & Odemis, 2016).

Students' ideas might act as a barrier to learning if they think they won't be successful at learning a new language, according to (Lennartsson, 2008). Language acquisition difficulties can be caused by negative attitudes and a lack of drive. Good outcomes can, however, be more easily attained if students' negative attitudes can be modified and replaced with positive ones. A wonderful place to start when learning a language is by having a good attitude about it. This study serves as a reminder to teachers that language learners are complete human beings in addition to being communicators and problem solvers.

Pupils' performance is directly impacted by the facilities provided by the school, including the classrooms and building, as well as the availability of teachers based on the number of pupils. (Sirin, 2005). Numerous investigations were carried out to compare the academic performance of kids in schools with new construction and those with older facilities. According to the study, a sizable portion of students outperformed their peers in the old building and the new one (Sirin, 2005).

The study shed light on Indonesian English language teaching practices and methods. The teaching of English as a subject-centered discipline by instructors was a result of antediluvian practices, which led to injustices in English classrooms. It makes a strong case for a complete makeover and suggests that the idea of skill-oriented discipline be introduced immediately. Since teaching

English is significantly more practical than just memorizing grammatical rules or vocabulary for the sake of learning, this relatively novel approach of teaching the language endures when reinforced by real-world situations (Canagaraj, 1999). When it comes to developing skill-based, student-centered classrooms, the environment plays a crucial and significant role. The entire learning environment include, but is not limited to, the classroom, school, parental engagement, societal concerns, and instruction environment and social circle.

Foreign language learners find it challenging to pick up the language quickly and effortlessly in an unsuitable setting. It is urgently felt that adult learners must have a conducive learning atmosphere in schools where they can acquire any language, native or foreign. The issue centers on the three components that have been identified: a friendly school environment, school stakeholders (students, instructors, and head teachers), and the challenges these stakeholders experience in trying to improve the school environment for language learners (Samdal, et al 1998).

According to the title of my study, "The Relationship Between Students' Achievement and Students Learning Environment in Learning English," I may draw the conclusion that student achievement can be used to determine whether a student will succeed in learning at school. As a result, the teacher can have a big impact on students' motivation to learn by motivating them, fostering a positive learning environment in the classroom, and using engaging teaching strategies to promote learning activities. The elements that affect learning success include those that come from within the learner (internal), such as their health,

intelligence, talent, interest, and motivation, as well as their learning methods. There are also aspects that come from outside the learner family, school, community, and surroundings (external). Based on the background above, the writer is compelled to do this research on The Relationship Between Students' Achievement and Students Learning Environment In English Language Learning.

B. Research Question

How is the relationship between student achievement and student learning environment in learning English?

C. Research Objectives

In accordance with the research question above, the object of this study aims to find out the relationship between student achievement and student learning environment in learning english.

D. Significances of the Research

1. Being input to students, the success or failure of a child in Studying is determined by the family, school, and environment public.

2. Become input material for teachers and parents in improving coaching and guidance to students who experience difficulties in study.

3. Become input material for students to improve learning achievement in the field of English studies.

E. Scope of the Research

Based on the identification of the problem, the researcher limits the scope of the research, For student achievement : researcher used (the scoring students result of semester 1 exam result) class Xl SMA Muhammadiyah Sungguminasa. For student learning environment : researcher limit the scope of the school's social environment (Interactions amongst students, student teacher relationships) and school's physical environment (Location of study, tools for education, environment, and time).
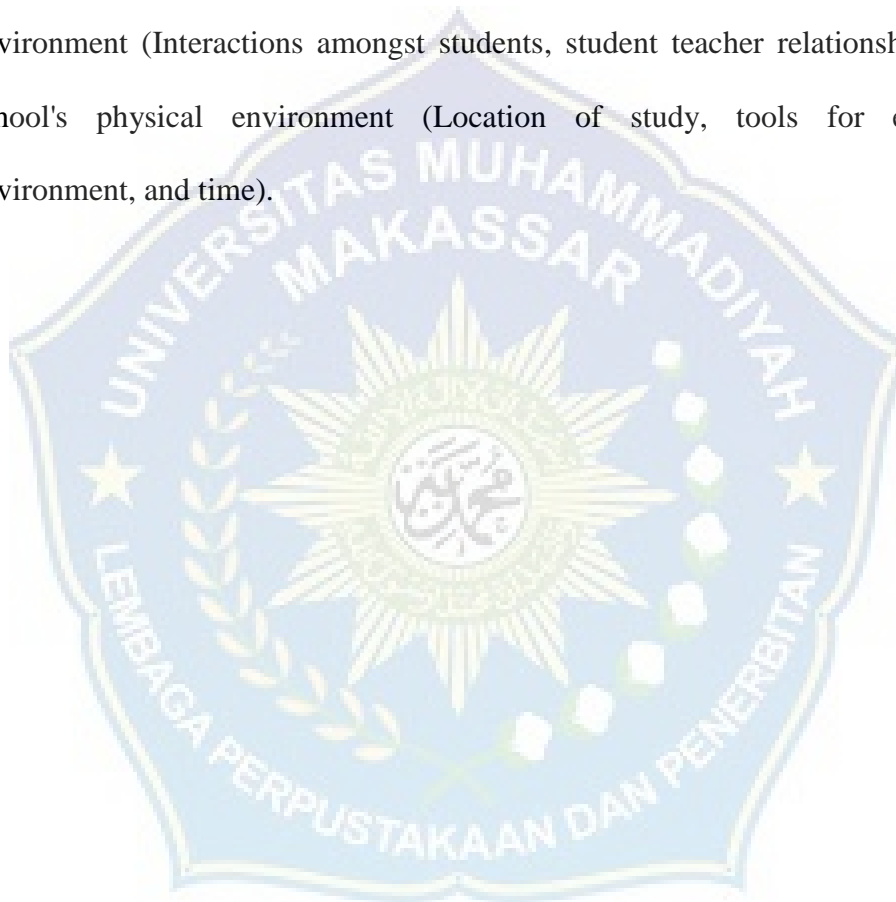
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

In this study, the researcher will present some related previous findings by other researchers regarding the relationship between student achievement and the student learning environment in learning English.

1. Sabet, a student at the University of Lampung, did research in (2017) on the association between social studies learning outcomes for fifth graders at SD Negeri 1 Rajabasa Raya Bandar Lampung and the learning environment at school. The low student learning outcomes and the student learning environment at school specifically, the physical and social environment were the main foci of this study, which involved SD Negeri Rajabasa District fifth grade children. An rcount of 0.831 greater than a rtable of 0.2353 indicates that there is a relationship between the learning environment at school and learning outcomes.

2. Safitri (2018), a University of Lampung student, did research on how the learning environment at school and the scientific learning results of fifth grade students at SD Negeri in the West Metro District relate to one another. This study focuses on the physical environment that students learn in, including the school's common buildings, grounds, and playgrounds. The calculation findings (count > table) of 0.896 > 0.364.

3. Lodhi, et al (2019) found of the study revealed that suitable school environment provides significant contributions to ESL learners' performance and accomplishment. The study also found that student-teacher and teacher-parent relationship promote and strengthen language learning capacity of ESL learners. It is highly recommended to develop such school environment which is conducive to English language learning; as environmental factors at school are as important as pedagogical interventions of ESL teachers.

4. Ngozi, et al (2020) found there is a significant relationship between the school learning environment and students' achievement in English language. The study also found a significant relationship between the learning environment and students' attitude towards English language. Based on these findings, one of the recommendations was that Government and stakeholder in the education industry should improve the school-learning environment by rebuilding, repainting and renovating all the dilapidated school buildings to make them more attractive and conducive for learning so that students' achievement in English language will improve. Social infrastructures necessary for effective teaching and learning of the English language should also be provided.

5. Iswan, et al (2020) showed the document of the students' TOEFL scores was used to determine the English Achievements. The result of this study showed that the language learning motivations had 27,25% effect on the

students' English Achievements, while the language learning strategies had 25,6% effect on their English achievements.

6. Munir et al (2021) showed the weak positive relationship of the learning environment with the performance of urban areas students. On the other hand, there were strong positive relationships of the learning environment with the performance of rural students. The female students had a better learning environment and significantly improved their achievement scores. Rural students had an insignificant difference in their learning environment and performance.

7. Juniati, et al (2022) found in the questionnaire results, the four levels of classroom management were perceived by the students in varying numbers. There are 10 students (27.7%) who scored in the very high cluster, 14 students (39%) whose scored in the high cluster, 8 students (22.2%) who scored in the average cluster, and 4 students who scored in the low cluster (11.1%). In other word, teacher's classroom management at SMAN 2 Soppeng was adequate. For their academic achievement, 28 students (78%) were in the very good cluster, while 1 student (2.7%) was in the good cluster, 2 students (5.5%) were in enough cluster, and 5 students (13.8%) were in poor cluster. From the data, it can be inferred that the score of Pearson Product Moment Correlation was found that there was a significant correlation between classroom management and students' academic achievement in English subject at SMAN 2 Soppeng

(r-.610). This means that classroom management have relationship toward students' academic achievement.

The differences and similarities are that this research with Ngosi (2020) has similarities in that it found a significant relationship between the school learning environment and student achievement in English. Based on the findings during the research, the lack of discipline, self-confidence, responsibility, solidarity, and the school environment can be said to have changed the atmosphere, starting from the school yard which needs greening, cleanliness in the classroom, the color of the walls which can be changed or renovated. Maybe it could be said that all of these factors have a big influence on the student's learning environment so that grades in English subjects decrease. Because students also just go around studying, playing with their cellphones in class, being reprimanded more and more, even being punished as if they just don't care. So, for this reason, the government and school principals must be more assertive, work together, in developing and being accountable so that Muhammadiyah Sungguminasa High School can improve and become a school that has extraordinary cleanliness and can be said to be the best school.

B. Learning Achievements

1. Definition of Learning Achievements

The word "learning achievements" is derived from the Dutch word "prestatile," which is then translated to "accomplishment" in Indonesian. This

word is frequently used in a variety of other contexts, including sports, the arts, and education. Every so often, a test is administered within the context of education to gauge how well students have retained the lessons that have been taught. The teacher then evaluates the learning successes attained by students during the learning process based on these findings. The teacher should analyze each student's learning accomplishments based on the findings of this evaluation. Measuring students' learning achievement after they have engaged in the learning process is the outcome.

Learning achievement is the end result of learning activities that is received in the form of impressions that cause changes in people (Kurniawan 2018: 61). Learning achievement is the evaluation of the outcomes of learning activities expressed as symbols of numbers, letters, or words that can reflect the outcomes attained by each student over the course of a specific period of time (S. Dewi, 2017: 101). The authors draw the conclusion that measuring learning performance is done by assigning grades or numbers to students who have attended sessions over a set length of time, based on the advice of experts. Learning success is a metric of a student's achievement of predetermined learning goals. Learning achievement, according to Herrlitz, Ongstad, and Piet (2007), is the outcome that the subject children have attained or accomplished. They continued by saying that learning success is a result of people changing as a result of learning activities. As a result of each person's interactions with

their environment, they go on to explain that learning is an activity that seeks to impose behavior, attitudes, habits, knowledge, and skills.

Gagne (2008), students who are highly motivated and have effective learning strategies would find studying English to be interesting and enjoyable. Students will learn more English as a result of this. Students who lack strong drive and effective learning techniques, on the other hand, will be lethargic and have trouble picking up the language. Additionally, they will consider English class to be a dull instruction.

Jurkovic (2010) looked at the impact of two variables pre-existing linguistic competence and the frequency of language learners' strategies on accomplishment test results in English as a foreign language for specific purposes in higher education. According to the study's findings, general linguistic proficiency has a statistically significant favorable impact on test results for academic attainment. Metacognitive strategies were the only construct of language learner techniques to have a statistically significant impact on achievement test results.

Since it may be used as a gauge of a nation's educational accomplishment, achievement is a key component of the national education systems of many nations (Hayati, 2015). It would be encouraged to be successful in school and in the workplace later on (Areepattamannil & Freeman, 2008). Learning accomplishments can be characterized as a process of action to determine

whether the instructional goals of a program were attained, according to Anderson, Krathwohl, and Bloom (2001).

Lee (2015), learning achievement is a change that takes place in pupils as a result of their involvement in the learning process. The answers provided by pupils are considered learning outcomes. The learning outcomes discovered include changes in student behavior from unfavorable to favorable as well as knowledge. Oborn and Johnson (2015), learning acievement is the mastery of concepts or abilities acquired via study. typically demonstrated by the grade or grade a teacher assigns. Achievement could be considered one of the factors used to gauge a student's level of aptitude. If students demonstrate strong learning achievement, the learning process has been successful. On the other hand, when kids perform poorly, the learning process is ineffective.

2. **To measure the students' achievement in English, the teacher should give a test**

   According to Brown (2003: 58), the specifications for an achievement test should be determined by:

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

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

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

   d. Practically issues, such as the time frame for the test and turnaround time, and

e. The extent to which the test structure lends itself to formative wash back.

Achievement assessments are strongly tied to teachings in a class, unit, or even the entire curriculum, Brown (2003). Cobuild (2006), achievement is defined as something that a person succeeds in, especially after a lot of work. Student performance in each subject is typically evaluated in tertiary institutions using formative test results, which are typically provided to students after they have studied one or two fundamental concepts, midterm tests, which are typically administered after three months of study, and exams taken at the end of the semester, known as the final exam or semester. Final student performance in each semester for each topic is often evaluated based on their "Study Result Card" scores from the study report (KHS).

Also, a student's Grade Point Average (GPA) typically measures their final performance across all topics for each semester, as well as their final performance across all subjects for the full semester (CGPA). For this reason, the average English test score was used by the researchers in this study as a proxy for student achievement.

Learning achievement, Surya (2004), is the end result of a person learning something new or changing their knowledge, abilities, and attitudes as a result of going through a certain process and engaging with their environment. As determined by the assignment of knowledge, skills, habits, and attitudes as a form of the results that have been accomplished (from what has been done and what has

been done), achievement is the real ability level of pupils (Winkel. 2005,). According to these two perspectives, learning success is a shift in one's intellectual capacity expressed in knowledge, attitudes, skills, and habits as a result of interactions with the environment. Lawrence in Manah (2017), test scores, class points, averages, and degrees are all indicators of learning achievement, which is a measure of information acquired through formal schooling. Similarly, grades or statistics from the outcomes of the evaluation exams that the teacher gave the students can be used to demonstrate learning achievement. Masjido in Manah (2017,) assignments, tests, and exams can be used to gauge a student's proficiency in a subject. The results are typically displayed in the form of grades on report cards or summative test results. Learning achievement is a metric that can be used to assess a subject after students have completed learning activities through formal education. Learning achievement is displayed as values, which can take the form of both numerical values and Moreover, learning achievement is the mastery of abilities or knowledge acquired from subjects, which is typically demonstrated by test results or instructor grades. The degree to which students can accomplish the objectives specified in each subject of study is reflected in learning achievement, which is a reflection of student levels. The value, expressed in both letters and numbers, should simply serve as an example of an accomplishment (Arikunto. 2015,).

These two viewpoints contend that learning success is a byproduct of student success and that it can be a measure of how well students accomplish learning goals in terms of knowledge and skill assignments. Numbers or words

that describe student accomplishment are frequently used to represent learning achievement. Djamarah (2015), there are numerous interrelated factors that contribute to underachievers or low learning attainment in Indonesia. The biggest contributing reason is the general lack of learning facilities in schools, especially those that are situated in distant areas. Besides, parents' lack of intellectual stimulation at home. According to the assertion, insufficient learning facilities prevent pupils from understanding new knowledge and lead to low learning achievement students are limited in their ability to maximize their potential thanks to the lack of not offered. One of the elements affecting the learning environment is the facility itself. According to some of the aforementioned viewpoints, learning attainment is the end result of all learning activities that have been attempted. changes that take place within a person and can take the form of new information, attitudes, or abilities. Learning outcomes attained by pupils can be reflected in learning achievement levels. Numbers or words that can express the outcomes one has accomplished are used to represent learning achievement.

C. Indicators Learning Achievement

Indicators of academic success can be used to observe and quantify achievement. Learning success according to Surya (2004), is the consequence of learning or changes in a person consisting of knowledge, skills and attitudes after going through a given process, as a result of individual experiences in interacting with their environment. Researchers utilize these three elements as markers. The three components of the learning achievement indicators are explained as follows:

1)   Knowledge-based fields (cognitive)

The cognitive domain, according to Solichin in Kasenda, et al. (2016), is a field that is connected to intellectual or reasoning qualities. These stages are referred to as Bloom's Taxonomy and include knowledge, comprehension, application, analysis, synthesis, and assessment. Students must be able to complete these six phases in this area when they have mastered the knowledge and have integrated and applied it in their daily lives and learning activities.

2)   The range of abilities (psychomotor)

According to Haryati in Kasenda, et al., the affective domain is the area associated to components of abilities including the operation of the nervous system, muscles, and psychology (2016) There are stages in this area, including ones for observing, wondering, experimenting, associating, and creating taxonomy. Students are encouraged to challenge what they see, experiment with what they see, then associate what they see and produce a work or skill at various stages in this cognitive domain.

3)   The attitude domain (affective)

According to L. W. Andersen in Kasenda, et al.(2016)the psychomotor domain is a domain connected to emotional qualities such as feelings, attitudes, interests, and adherence to values (2016). The stages in this area are referred to as Kartwohl's Taxonomy and include accepting, responding, assessing, organizing, and characterizing. Students respond to something they acquire during the many stages of this affective domain before internalizing the learning values.

The third indicator the affective domain, or attitude was the one the researcher selected. The affective domain (attitude) is explained in more detail below. Abdul Majid (2013: 6), since changes in each person's behavior occur at all times, it is impossible to assess the affective domain at any time (in the sense of a formal measurement). Sukanti (2017: 77), altering someone's conduct takes time because it involves changing behavior rather than information.

The following traits of the affective domain should be examined:

1) Attitude: An attitude is a tendency to constantly express whether you like (positive) or dislike (negative) something. The way someone learns, is determined, and consistently pursues something can all indicate changes in mindset. After that, attitudes can be evaluated by identified by subjects, learning environments, schooling, and other factors. Sutarjo Adisusilo (2013: 67) defines attitude as a way of reacting to something consistently that results in acceptance or rejection. The emphasis on how a person chooses and selects an action and evaluates whether what they choose is useful or whether it causes problems is thus more prominent in affective learning related to attitudes.

2) Interest, Interest is a desire that develops with experience and motivates a person to go within themselves in order to realize their goals.

3) Value, value is a measurement of how significant something is to us or to other people. Value is a key idea in the development of student competence in relation to learning and relates to the intended outcome. As an illustration, consider harmony, wisdom, independence, and self-worth. Values are therefore essentially a type of behavior that establishes right and wrong, beautiful and

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unattractive, and which is thought to not be in opposition with the applicable standards.

4) Morality is the ability to discriminate between right and wrong, happy and sad, and positive and negative.

5) Self-concept,self concept is an assessment that is used to gauge the amount of our skills, whether they are strong or weak.

W.S. Wingkel (2005: 71) in his book Teaching Psychology, one of the characteristics of affective learning is learning to recognize the worth of something encountered through the world of feelings, objects, or events. This characteristic is related to learning to express feelings in a way that feels natural. For instance, people need to learn to accept their feelings as an important aspect of their personality. Because when someone judges, they automatically consider what they believe to be good and bad.

Table 3.1 classification of student achievement assessment

Score	Classification	Category
90 - 100	Excellent	A
75 -89	Good	B
60 - 74	Enough	C
< 59	Not enough	D

Arikunto 2015

$$Percentage \ = \ \frac{Number \ of \ students \ with \ the \ same \ grades}{Total \ number \ of \ students} \ x \ 100\%$$

D. Learning Environment

1 . Definition of Learning Environment

The words "learning environment" and "environment" are combined in this phrase. The Big Indonesian Dictionary defines environment as a setting that influences human development. Environment is defined in the English dictionary as (a set of) environmental factors, particularly those that have an impact on development or growth. The environment is described as a setting or atmosphere that can influence human development and growth if the two definitions are combined.

Learning can be broadly defined as a change in behavior that tends to become ingrained in a person. Simply put, it may be said that the learning environment is a setting or atmosphere that encourages changes in behavioral patterns in people. According to this definition, it is possible to infer that environmental factors can have an impact on changes in human behavior in terms of attitudes, knowledge, and abilities. Humans will change more dramatically the more the environment has an impact. In addition to the explanation of how the word combination was created.

In broad sense meaning, The English Environment Protection Act as cited by Larsson (2009) defines environment is consisting of all nature elements including air, water, land, flora and fauna. This definition basically describes environment in scientific approach that we see environment as the place where we live in physically. Socially, human beings live in particular environment that will

lead them to tend to certain condition. Especially young people including children, they get significant influences from the environment they live in. Gandhi (2017) describes environment as the circumstances that take part consciously or unconsciously in influencing young generation in every part of their life. Teenagers will act and react based on their values they learned from their surroundings. They also think according o the knowledge and belief they previously got from the environment.

A learning environment is more than just a classroom it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. Think back to some of the classroom environments that encountered on the educational path. The learning environment is engaged in was probably vibrant and colorful, with a desk layout that allowed for flexibility if a lesson required more room for movement and physical expression. In high school, the learning environment was likely more focused at the head of the classroom to direct your attention, with rows of desks pointed forward (Battin, et al, 2000).

But there's more than just aesthetics at play in an effective learning environment. Instructors can also influence a learning environment by the way they teach and the atmosphere they create in the classroom. They can help influence student learning by encouraging student engagement, providing positive and constructive feedback that supports exploration, community among peers, and diversity. Studies have shown that thriving learning

environments help increase student focus and retention of information. As students continue to grow and evolve as learners, so, too, do the environments in which they learn. Learning environments have changed over time and can continue to expand to meet student needs, allowing teachers to continually optimize their learning environment to help students meet their educational goals. The learning environment is directly proportional to the language achievements of learners. Better school environment not only improves their learning but also helps in lessening the drop-out of the students (Battin, et al, 2000).

Stone (2005) investigated the idea that your environment includes everything in and around you. It might be everything, including sounds, feelings, and smells. A classroom provides a setting where students can finish their learning processes. Creating a secure and healthy atmosphere while enhancing the learning environment for students is a survival skill for instructors. Ullah (2020) looked into the claim that teaching is challenging work according to contemporary scientific thought. The educational, social, and physical aspects of the classroom environment are its fundamental elements. They are crucial for supporting an efficient educational process in the classroom. Six different classroom settings, according to Stone (2005), contribute to the complex nature of educational settings.

First off, a wide variety of activities are carried out in a school environment. The pupils debate, read, and also write. They make friends,

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attend events, quarrel, and play games. The teacher serves as a mediator between conflicting student viewpoints and a coach. Students are guided, difficulties are discussed with parents, and a solution is found. The students engage in small-group math activities, personal writing assignments, and discussion of a tale with the teacher. It ensures that teaching is never boring, but it can also be difficult on occasion. Classrooms are open to the public. Colleagues can observe pupils' conduct inside the classroom. Instructors talk about the students in various ways. Last but not least, pupils in classrooms are like families in that they remember past occurrences favorably or unfavorably.

The learning environment is a relatively new area in the educational profession, according to scholars from the past (Dorman, 2002; Walker, 2004). As a result, efforts were made to develop, assess, and research a classroom's healthy learning environment (Fraser, 2015; Ullah, 2020). The work of eminent researcher Moos served as the catalyst for the field's initial research. Three features were developed by Moos (1974). To categorize the human environment, they were personal growth, interpersonal relationships, and system change. An tool to access a psychosocial learning environment in the classroom was created by Moos in 1974. The "Classroom Environment Scale" was the name of the tool. Stone (2005) created the "need-press theory" to explain how an individual's requirements change as they interact with their surroundings. These are innate needs, the individual and particular requirements. The environment is the same subject of all conversations.

Environment is referred to as including water, air, soil, vegetation, and wildlife in its broadest definition. 3 Moreover, "particularly representative samples of natural ecosystems" are included in the definition of the Stockholm Declaration from 1972. 4 "All those elements" could be referred to as "the environment," and they "create the foundation, setting, and living conditions for mankind" through their intricate interrelationships. Another idea comes from the New Zealand Environment Act of 1986, which states that the environment includes ecosystems and all of their component parts, all natural and physical resources, and social, economic, aesthetic, and cultural conditions that either directly or indirectly influence the environment the surroundings. 6 In order to categorize regulations, the legal approach to "the environment" divides laws into major groups. Three groupings are Salter's recommendations. Protection of environmental media is categorized under "natural" environment. The "manmade" environment, which includes cultural assets, is the second category. A third category focuses on the "human" environment, including laws governing the quality of food, products, safety concerns, leisure activities, and economic wellbeing (consumer protection, eco-labelling, and so forth).

The learning environment provides children with the opportunity to focus on being creative, active, and changing a variety of things in order to acquire a variety of new behaviors from that activity (Mariyana, 2010: 7). Learning environment is a location where students can engage in activities that will help them reach their full potential and acquire new behaviors. According to

Saroni's (2006) assertion, the learning environment includes everything that has to do with the location of the learning process. The social environment and the physical environment, which make up the two components of the learning environment, must work in harmony to provide a positive learning environment. everything connected with a learning environment is a place where people learn.

The physical environment and the social environment make up the two components of the learning environment. Meanwhile, Anshari's proposed learning environment (in Manah, 2017,) The learning environment at school is everything that is around students, whether in the form of objects, events that occur or conditions of society, especially those that can have a strong influence on students, namely the environment in which the educational process takes place and the environment in which students interact on a daily basis. The term "learning environment" refers to everything that is present around students and has the potential to significantly impact the educational process.

According to some of the views expressed above, the learning environment is a process used to alter a person's behavior in a specific instruction that is followed in a specific environment in order to establish an attitude or habit in the person. Individual attitudes and intelligence can also be influenced by the learning environment. The social environment and the physical environment are the two components of the learning environment, and both of these components must work in harmony to produce a positive learning environment.

E. Kinds of Learning Environment

The environment occupied by humans is classified into three parts, namely:

1) Family environment,

This family environment is the first and most important environment for children.

2) School environment,

This school environment is the second environment after the educational environment.

3) Community environment, after getting education in the family environment, the community environment is the third environment in children's education.

in accordance with what was mentioned according to Hasbullah (2015,) about the basics of education, namely the family environment, school environment, and community environment, the school environment is the focus point of this research

F. Indicators of the Learning Environment

You can use indicators as benchmarks to measure anything in order to observe or assess a learning environment. Suryabarata (2006),claims that the social environment and the physical environment are split into two categories that are as follows:

a) The social climate at school

1. Interactions amongst students. Fostering positive relationships among students is crucial, advises Suhardan (2010). It is intended that by fostering positive relationships among the students, they will constantly be upbeat, eager, pessimistic, and realistic in their approach to learning. The teacher must foster positive relationships among the pupils and keep an eye on them so that they feel happy and free to participate in class activities.

2. Student Teacher Relationships. In most teacher-student relationships only those students are expected to exhibit a change in behavior as a result of their learning, according to Nasution (2014). Every teacher goes through changes and gains experience, but teachers are not expected to demonstrate these changes in attitude, however pupils must demonstrate altered attitudes following the learning process. For learning activities to continue, the relationship between the teacher and the students is crucial. Both professors and students must correctly perform their responsibilities. Students' desire for learning will be increased by teachers who establish strong bonds with their charges.

b) The Physical Setting of the School

1. Location of study

Herlina (2012) asserts that happy students learn in classrooms that are appropriate in terms of size/capacity, ventilation, lighting, and silence. Students

might benefit from using study rooms at schools that have been properly equipped for learning activities.

2. Tools for education

The use of books and study aids will facilitate learning (Herlina, 2012). Meanwhile, according to Suardi (2018), insufficient learning tools make learning activities not good. Students who own learning aids and reference materials are more eager to learn. Instruments for learning, such as excellent and comprehensive textbooks, can inspire pupils to want to learn; on the other side, if learning materials are inadequate, learning activities will be subpar.

3. Environment

Children can focus better on their homework at home when there is peace and quiet. A pleasing arrangement and a clean, organized study space encourage a positive learning environment (Herlina, 2012). A peaceful environment and a cozy study space will aid in the child's ability to concentrate and learn.

4. Time

Herlina (2012), schools offer morning and afternoon classes due to an imbalance in the number of pupils and the physical space available for learning. Daytime learning environments differ from those in the morning. Students like to sleep throughout the day, and it is challenging to get them physically fit in the hot air. The morning is a wonderful time to hold learning activities at school since the

pupils are still eager and proficient at absorbing new information from learning activities.

G. Management Goals for the Learning Environment

It is impossible to separate a good learning environment from the leadership of those in charge of it. The goal of regulating the learning environment, according to Nugraha in Mariana (2010), is to establish a supportive setting so that kids may learn and maximize their intellectual, socioemotional, and physical-motor demands. There are numerous goals, including the following:

1) Encouraging classroom participation from students

2) promoting multimodal learning in children

3) Let kids to engage in physical activity

H . The Relationship Between the Learning Environment in Schools and Learning Achievement

In essence, family education includes education received in schools. Also, education in school serves as a springboard for kids to achieve higher levels of learning. Education, as defined in Article 1 of Law No. 20 of 2003, is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. According to Majid (2007: 170), a key element in raising student achievement is the learning environment in classrooms. Schools

must establish a favorable learning atmosphere if they are to attain the highest levels of academic success. According to the definition above, it is assumed that there is a connection between student accomplishment and the learning environment in schools. In other words, pupils will learn more and achieve more at school if the learning environment is better.

I.Conceptual Framework
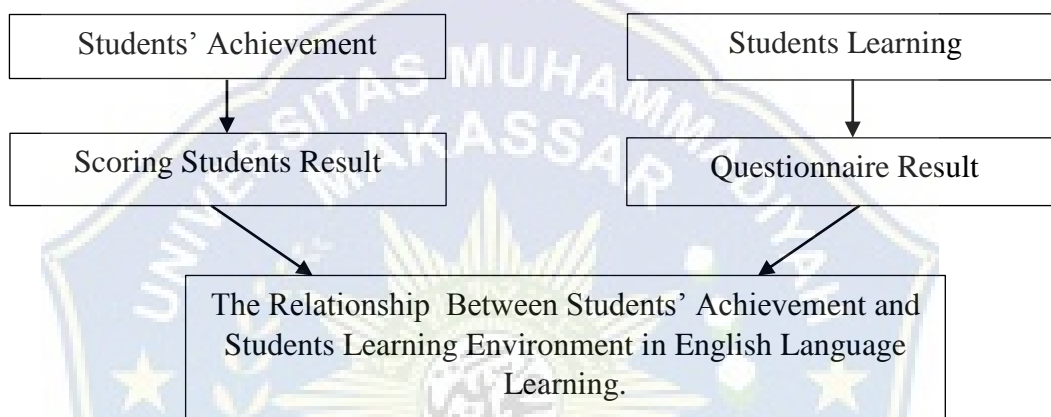
Figure 2.1

Based on the conceptual framework above, there are two variables that will be examined from students of SMA Muhammadiyah Sungguminasa, namely student achievement and student learning environment. Student achievement will be analyzed by the average value of the results of learning English. While the learning environment is analyzed using questionnaires. To get the relationship between the two variables above, the researcher will analyze and use correlation analysis.

J. Hypothesis

Based on the explanation of the theories above, the hypothesis of this research are:

H_0 : There is no relationship between student achievement and student learning environment in learning English.

H_1 : There is a relationship between student achievement and student learning environment in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The correlational research approach was used by the researcher to perform this investigation. Correlation design, according to Creswell (2012), is a quantitative research technique where researchers use the statistical process of correlation analysis to determine the degree of association (related) between two or more variables. The degree or direction of a relationship between two variables is indicated by the correlation coefficient (r), a numerical value. The two variables used by the researchers included the variables X and Y. The learning environment in which students are learning English is the dependent variable (Y), and student achievement is the dependent variable (X).

Table 3.2 correlation levels and relationship strengths

Relationship Level (r)	Correlation Value
0	Not correlated
0,01-0,20	Very low
0,21-0,40	Low
0,41-0,60	Enough
0,61-0,80	High
0,81-100	Very high

Creswell 2012

After collecting data from the students in the questionnaire, the researcher must analyze the data and link the questionnaire results with the achievement scores of students learning English. Using SPSS 24.00, the researcher performed descriptive analysis to statistically describe the data. Correlational approaches were applied in the data analysis technique. Pearson's Product Moment is :

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y^2)]}}$$

Explanation:

r_{xy} = Coefficient of correlation between X variable and Y variable

$\sum X$ = Sum of score in X distribution

$\sum Y$ = Sum of score in Y distribution

$\sum XY$ = Sum of multiplication of X and Y

N = Number of Respondents

X^2 = Sum of X quadrate

Y^2 = Sum of Y quadrate

B. **Research variables**

1. Independent Variables

   Independent variables are those that have an impact on other factors. The association between students' academic performance serves as the study's independent variable (X).

2. Dependent Variables

The dependent variable is one that is susceptible to the effects of other factors. The variable that will be viewed and investigated by the outcomes is known as the dependent variable. The study's dependent variable is the environment in which students learn English (Y).

Student's learning achievement (X)	→	Student's learning environment (Y)

figure 2.2

C. Population and Sample

1. Population

According to Fraenkel (2012), the population is the wider group to which the results were to be applied. The participants in this study were all SMA Muhammadiyah Sungguminasa class Xl students which is consist of two classes, namely class Xl Science consisting of 22 students and class Xl Social Sciences consisting of 16 students. The total population was 38 students from two classes, namely class Xl Science and class Xl Social Sciences for the 2023-2024 academic year.

2. Sample

Area based sampling with random selection (cluster random sampling) was the sampling method employed in this investigation. There was be 24 clusters in the sample, 16 of which was be made up of students from the science class and 8 from the social sciences class. Cluster random sampling

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is one of the sampling methods used when the population is made up of groups of people rather than just one person. As a result, rather than a single person, the unit chosen for the sample is a coordinated group of people. This sample cluster's population must likewise be chosen at random.

D. Research instruments

1. Questionnaire

Each research participant completes a questionnaire as part of a research project, according to Johnson and Christensen (2012). The questionnaire is a self-report data gathering tool. The learning environment's questionnaires provided the data used in this study's collection. This questionnaire's goal is to evaluate students' responses in relation to the intended study outcomes. A questionnaire was employed in this study to evaluate the relationship between student achievement and the learning environment.

Table 3.3 questionnaire learning environment

Variable	Indicator	Number of items
The Social Environment	1. Interactions amongst students 2. Student Teacher Relationships	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
The Physical Environment	1. Location of Study 2. Toolsfor Education 3. Environment 4. Time	11, 12, 13, 14, 15, 16, 17, 18, 19, 20

E. Data Analysis Questionnaire

Since Likert scales are typically employed to gauge the attitudes, opinions, and perceptions of groups of people regarding social phenomena, they will be used in the questionnaire (questionnaire) used to assess the relationship variables between student achievement and the student learning environment. The potential answers to the survey are Strongly Agree (SA), Agree (A), Disagree (DS), and Strongly Disagree (SD). The survey is displayed as a table. If an item is positive, the answer scores on the questionnaire are 4, 3, 2, and 1, whereas a negative item receives a score of 1,2,3 and 4.

Table 3.4 Likert Scales Score

Question Direction	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive	4	3	2	1
Negative	1	2	3	4

Sugiyono 2014

Table 3.5 Clarification of the results of the questionnaire (questionnaire)

Value Range	Category
71 - 80	High
61 - 70	Medium
51 – 60	Low
15- 50	Very low

Johnson and Christensen 2012

The classification of measurement values must follow a predetermined range of values: High, medium , low, and very low value categories are included in the classification. The value in this categorization is calculated as follows:

The following formula is used to calculate each student's overall score for their replies :

Score = Total score obtained

The measurement of the overall score is then translated into a percentage using the aforementioned classification category. The following formula displays the percentage calculation:

$$Percentage = \frac{number\ of\ students\ with\ the\ same\ value \times 100\ \%}{Total\ number\ of\ students}$$

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study was carried out at Muhammadiyah Sungguminasa High School during the school year 2023/2024. The research findings were collected via teaching in class, collecting student achievement scores, and administering surveys. These findings are used to assess the relationship between student achievement and student learning environment in English learning.

classification of student achievement assessment

Score	Classification	Category
90 – 100	Excellent	A
75 – 89	Good	B
60 – 74	Enough	C
<59	Not enough	D

Arikunto 2015

The data findings and explanation show that there are 24 research sample data divided among two science and social studies classes. The Science class had 16 pupils and the Social Studies class had 8 people. Out of 24 respondent. 2 received a score of 75 (8.3%) with classification good. 5 respondent scored 77 (20.8%) with classification good. 11 respondent scored 78 (45.8%) with classification good. 3 respondent received a score of 79 (12.5%) with classification good. 3

respondent received a score of 80 (12.5%) with classification good. 1 respondent

had a score of 54 (4.2%) with classification not enough . 2 respondent had a score

of 57 (8.3%) with classification not enough. 4 respondent had a score of 58

(16.7%)with classification not enough. 2 respondent received a score of 59 (8.3%)

with classification not enough. 4 respondent had a score of 60 (16.7%) with

classification enough. 1 respondent had a score of 61 (4.2%) with classification

enough. 1 respondent received a score of 65 (4.2%) with classification enough. 1

respondent had a score of 70 (4.2%) with classification good. and 1 respondent

received a score of 80 (4.2%) with classification good.
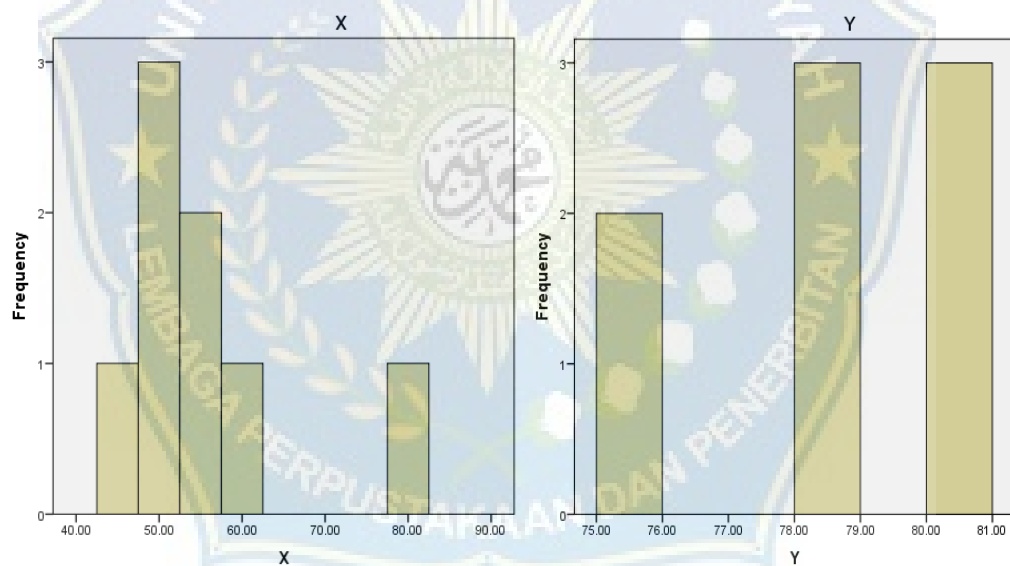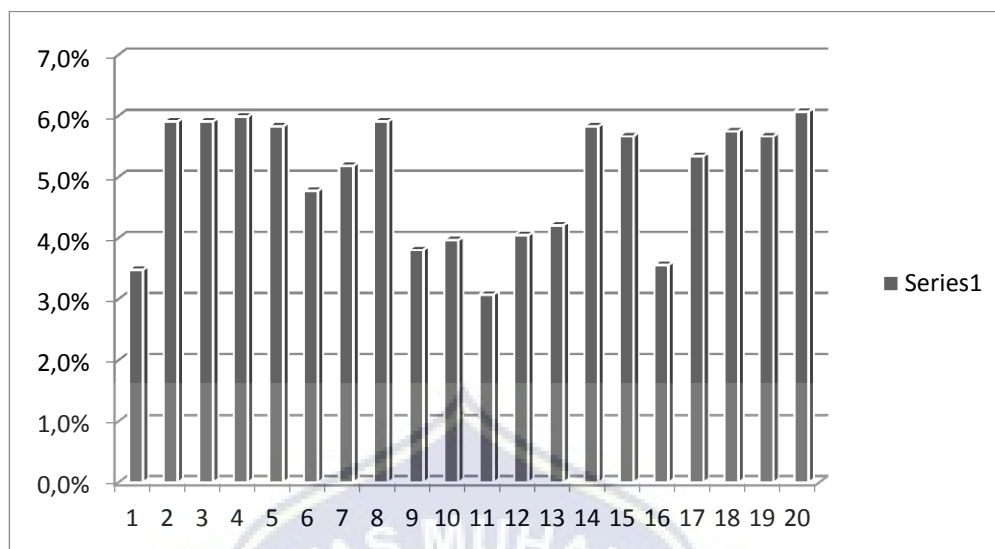

Student's learning achievement (X)   Student's learning environment (Y)

Figure 2.3

An explanation of the questionnaire analysis's conclusions, based on 20

statements, Regarding the first statement, 11 respondents opted for strong

disagree, 9 for disagree, 2 for strong agree, and 2 for agree, with a categorization

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score of 43 (3.5%) for very low. Regarding statement number two, with a classification high score of 73 (5.9%), 16 respondents selected agree, 5 selected strongly agree, 2 selected disagree, and 1 selected severely disagree. With a categorization high score of 73 (5.9%), 11 respondents elected to disagree with statement number three, and 10 respondents chose to strongly disagree. 10 respondents selected agree and eleven selected strongly agree, for statement number four, earning a score of 74 (6.0%)of High categorization. Regarding statement number five, eight respondents selected to agree and twelve strongly agreed, yielding a classification high score of 72 (5.8%). With a categorization low of score 59 (4.8%), 16 respondents elected to disagree with statement number six, while 9 respondents chose to agree. Regarding assertion number seven, eight respondents voted to disagree and ten strongly disagreed, with a classification median score of 64 (5.2%). For the eighth statement, fifteen individuals opt not to agree. Seven respondents decided to strongly disagree with the high categorization score of 73 (5.9%). Ten respondents disagree, seven choose to agree, and six choose to strongly disagree with statement number nine, receiving a relatively low categorization score of 47 (3.8%). Regarding statement number ten, 13 respondents selected agree, 5 selected strongly agree, and 6 selected disagree, with a categorization score of 49 (4.0%) for extremely low. Regarding statement number eleven, 38 (3.1%) of the voters classified it as extremely low, with 14 strongly agree, 7 voting, 2 disagree, and 1 severely disagree. Statement number twelve received a categorization score of 50 (4.0%), meaning that nine voters highly agree, seven agree, five disagree, and three strongly disagree. Thirteen

respondents agree with statement number thirteen, while six disagree. With a categorization low score of 52 (4.2%), 4 respondents selected to strongly agree, while 1 respondent chose to strongly disagree. Of those who responden (3.6%), which is extremely low. Statement number fourteen, eleven strongly agree. 8 people decided to concur. Two respondents opted to disagree with the high categorization score of 72 (5.8%). In response to statement number fifteen, 15 respondents selected strongly agree,5 selected agree, 3 selected disagree, and 1 selected strongly disagree. The categorization medium's score was 70 (5.7%). Thirteen respondents agreed with statement number sixteen, while eight selected it as strongly agree. With score 44, One person chose to strongly disagree, while two people chose to disagree.Eleven respondents agreed with statement number seventeen, while eight disagreed. Five respondents decided they strongly disagreed with the classification medium's score of 66 (5.3%). Of those who made assertion number eighteen, eleven disagreed. Seven opted to concur. Six respondents decided they strongly disagreed with the high categorization score of 71 (5.7%). Regarding statement number 19, out of the respondents, 14 selected "strongly agree," 3 selected "agree," 2 selected "disagree," and 1 selected "strongly disagree" with a classification medium score of 70 (5.7%). In addition, 11 respondents selected "strongly agree," 9 selected "agree," and 1 selected "disagree" with statement number twenty, receiving a score of 75 (6.1%) of classification high.

The Questionnaire of Students' Learning Environment

Figure 2.4

It can be concluded that starting from statements 2, 3, 4, 5, 8, the questionnaire value classification is in the (high) category and is in the social environment variable. Next, starting from statements 14, 18, and 20, the questionnaire value classification is categorized as (high) and is in the physical environment variable. From the 7 classification statements, the questionnaire scores were categorized as (medium) and were in the social environment variable. Statements 15,17, 19 classify the questionnaire scores which are categorized as (medium) and contain physical environment variables. And statement number 6 is the classification of questionnaire scores which is in the category (Low) and is in the social environment variable. And statement number 13 classifies the questionnaire score which is in the category (Low) and is in the physical environment variable. Furthermore, from statements 1, 9, 10, the classification of questionnaire values is

in the category (Low) and is in the social environment variable. And statements 11, 12, 16 are the classification of questionnaire values in the category (Very low) and is in the physical environment variable.

B. Discussion

In this study, what researchers want to know is the relationship between student learning achievement and the student's learning environment in learning English. From the results of the data found and explained, there is a significant or positive value in the data that has been processed using SPSS 24.00 with a correlation value of 0.537 and categorized as enough. This indicates that there is a sufficient correlation between the learning environment and student accomplishment. Ngozi et al. (2020) reported that prior theoretical studies indicated a noteworthy correlation between the learning environment and students' opinions regarding English in this study. One of the recommendations based on these findings is that, in order to increase student achievement and English language learning, the government and stakeholders in the education sector should rebuild, repaint, and renovate all deteriorated school buildings to make them more appealing and conducive to learning. The social infrastructure necessary for effective English language teaching and learning must also be provided.

According to Creswell (2012), correlation design is a quantitative research technique where researchers use the statistical process of correlation analysis to determine the degree of association (related) between two or more variables. The degree or direction of a relationship between two variables is

indicated by the correlation coefficient (r), a numerical value. The data analysis

technique used correlational approaches.

Table 3.6 Analysis Descriptive

ANALYSIS DESCRIPTIVE

Frequencies

Statistics

		Y	X
N	Valid	24	24
	Missing	0	0
Mean		77.9167	57.4583
Std. Error of Mean		.26180	1.51918
Median		78.0000	58.0000
Mode		78.00	58.00[a]
Std. Deviation		1.28255	7.44241
Variance		1.645	55.389
Skewness		-.506	1.079
Std. Error of Skewness		.472	.472

Kurtosis		.925	2.660
Std. Error of Kurtosis		.918	.918
Range		5.00	35.00
Minimum		75.00	45.00
Maximum		80.00	80.00
Sum		1870.00	1379.00
Percentiles	25	77.0000	50.5000
	50	78.0000	58.0000
	75	78.7500	60.0000

a. Multiple modes exist. The smallest value

is shown

Descriptive statistics show that there were 24 respondents with an average value
of 77.9 for Y (achievement) and 57.4 for X (learning). The median or middle
value after sorting from smallest to largest for Y is 78 and X is 58.

Table 3.7 Frequencies IPS

Statistics

		Y	X
N	Valid	8	8
	Missing	0	0

	Y	X
Mean	78.0000	55.2500
Std. Error of Mean	.73193	3.86260
Median	78.0000	52.0000
Mode	78.00[a]	49.00
Std. Deviation	2.07020	10.92507
Variance	4.286	119.357
Skewness	-.644	1.968
Std. Error of Skewness	.752	.752
Kurtosis	-.980	4.490
Std. Error of Kurtosis	1.481	1.481
Range	5.00	35.00
Minimum	75.00	45.00
Maximum	80.00	80.00
Sum	624.00	442.00
Percentiles 25	75.7500	49.0000

		Y	X
	50	78.0 000	52.0000
	75	80.0 000	57.7500

a. Multiple modes exist. The smallest value is shown

Descriptive statistics show that there are 8 respondents with an average value of 78.0 for Y and 55.2 for X. The median or middle value after sorting from smallest to largest for Y is 78 and X is 55.

Table 3.8 Frequencies IPA

Statistics

		Y	X
N	Valid	16	16
	Missing	0	0
Mean		77.8750	58.5625
Std. Error of Mean		.17970	1.25820
Median		78.0000	59.0000
Mode		78.00	60.00
Std. Deviation		.71880	5.03281
Variance		.517	25.329
Skewness		.192	.148
Std. Error of Skewness		.564	.564
Kurtosis		-.821	1.182

Std. Error of Kurtosis		1.091	1.091
Range		2.00	20.00
Minimum		77.00	50.00
Maximum		79.00	70.00
Sum		1246.00	937.00
Percentiles	25	77.0000	57.2500
	50	78.0000	59.0000
	75	78.0000	60.0000

Descriptive statistics show that there were 16 respondents with an average value of 77.8 for Y and 58.5 for X. The median or middle value after sorting from smallest to largest for Y was 78 and X was 58.

Table 3.9 NPar Tests: Normality test

NPar Tests: Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.08184728
Most Extreme Differences	Absolute	.125
	Positive	.120
	Negative	-.125

Test Statistic		.125
Asymp. Sig. (2-tailed)		.200[c,d]

Regression

	Mean	Std. Deviation	N
Y	77.9167	1.28255	24
X	57.4583	7.44241	24

The scattered data indicates that it originates from a regularly distributed population, proving that the normality assumption test is satisfied. As a result, Pearson product moment correlation may be utilized as the correlation.

Table 3.10 Correlations Analysis Learning Achievements and Students Learning Environment

		Y	X
Pearson Correlation	Y	1.000	.537
	X	.537	1.000
Sig. (1-tailed)	Y	.	.003
	X	.003	.
N	Y	24	24
	X	24	24

A correlation of 0.537 with a correlation value classified as sufficient and a probability of 0.003 is revealed by Pearson Product Moment correlation analysis.

56

Because the p-value of 0.003 is less than the significance level of 0.05, the correlation between X and Y is regarded as significant. As previously said, Y is seen at 0.537, indicating that the null hypothesis (H0) is rejected and that there is a substantial positive association between Y and. Consequently, the coefficient of determination, or R-square, comes to 0.288. This demonstrates that about 28.8%

of the collected data may be accommodated by the final model.

Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | |
					R Square Change	F Change	df1
1	.537[a]	.288	.256	1.10616	.288	8.920	1

A summary of the generated regression model may be seen in the table above if you employ a straightforward linear regression technique. According to the data, there is a 0.537 connection between X and Y (same as above). As a result, the coefficient of determination, often known as the R-square, comes out to be 0.288. This suggests that the developed model can account for about 28.8% of the final data.

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
		B	Std. Error	Beta	t	Sig.
1	(Constant)	72.598	1.795		40.445	.000
	X	.093	.031	.537	2.987	.007

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The research data results indicate a significant (positive) conclusion with a probability value of 0.003 and a value of 0.537 due to the fact that the p-value = 0.003 is less than the significance criterion of 0.05. This indicates that, for students studying English in the adequate category, there is a relationship between learning achievement and the learning environment.The research data was processed using SPSS 24.00 with the Pearson Product Moment correlation analysis formula. verbally it can be said that the better the student environment, the better the student achievement.

B. Suggestion

1. For teachers, teachers are expected to be able to create the best learning environment at school. Because a good learning environment can make students more comfortable in studying and can improve student learning achievement.

2. For school principals, the principal is expected to be able to create a conducive school atmosphere, to encourage the school, teachers and students to the maximum extent possible. Used as input in efforts to improve the quality, process and learning achievement in learning activities in each class.

3. It is believed that this research can offer an overview, details, and insights for future researchers in this subject on the connection between student accomplishment and the learning environment for English language learners.

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APPENDIX

APPENDIX 1

Questionnaire Learning Environment

Name   :

Class   :

School   :

Instructions for filling out the questionnaire!

1. In this questionnaire there are 20 statements. Carefully consider each statement and determine its truth.

2. Give a tick (√) to one of the answers that really matches your choice.

3. It is not permitted to answer more than one alternative answer.

4. It is hoped that all statement items will be answered and not left blank.

5. Thank students for their time and answers.

Information :

SA = Strongly Agree

A = Agree

DS = Disagree

SD = Strongly disagree

NO	Statement	SA	A	DS	SD
1.	My friend likes to disturb me when class has started.				
2.	My classmates invite me to study together in the library room.				
3.	I don't really know my classmates, so I don't have friends to study with.				
4.	The teacher provides reinforcement and motivation to students so that they remain enthusiastic in carrying out the learning process.				
5.	The teacher explains the material in an interesting way, so that it makes me enthusiastic in learning.				
6.	The teacher explains the material too quickly, so it makes it difficult for me to understand the subject matter.				
7.	I feel bored with English lessons when the teacher explains the material in a monotonous way.				
8.	The teacher lets classmates talk when class has started.				
9.	I become unenthusiastic in learning when the teacher scolds/reprimands me in front of my friends.				
10.	I lose focus when studying at school because of problems I experience at home.				
11.	The atmosphere around the school environment is calm, so it makes me comfortable listening to the teacher's explanation.				
12.	The air temperature in the classroom supports the learning process.				
13.	The classroom feels hot, so it makes me uncomfortable while studying.				
14	The classroom is clean and comfortable, so it makes me enthusiastic in learning.				
15.	Tables and seats in the classroom are neatly arranged so that it is comfortable to start the lesson.				
16.	I have complete study equipment, which makes it easier for me to study.				
17.	I leave my study equipment at home, so it makes me feel anxious while studying.				
18.	When studying at home, it is difficult for me to follow the lessons well because I do not have complete books and study facilities.				
19.	Cleanliness of the place of study is the main thing in learning.				
20.	At school, the teacher always gives orders to clean up the classroom before studying.				

Adapted from Dalyono, M & Febriansyah, S. (2015)

Kuesioner Lingkungan Belajar

Nama   :

Kelas   :

Sekolah   :

No. Absen :

Petunjuk Pengisian Questioner !

1. Pada questioner ini terdapat 20 pernyataan. Pertimbangkan baik-baik setiap pernyataan dan tentukan kebenarannya.

2. Berikanlah tanda centang (√) pada salah satu jawaban yang benar-benar cocok dengan pilihanmu.

3. Tidak dibenarkan menjawab lebih dari satu alternatif jawaban.

4. Diharapkan semua item pernyataan dijawab dan jangan dikosongkan.

5. Terima kasih kepada siswa atas waktu dan jawabannya.

Keterangan :

SS = Sangat Setuju

S = Setuju

TS = Tidak setuju

STS = Sangat tidak setuju

NO	Pernyataan	SS	S	TS	STS
1.	Teman saya suka mengganggu saya ketika jam pelajaran sudah dimulai.				
2.	Teman sekelas saya mengajak belajar bersama diruangan perpustakaan.				
3.	Saya tidak begitu akrab dengan teman sekelas, sehingga saya tidak memiliki teman belajar.				
4.	Guru memberikan penguatan dan motivasi kepada siswa agar tetap semangat dalam melaksanakan proses pembelajaran.				
5.	Guru menjelaskan materi dengan cara yang menarik, sehingga membuat saya semangat dalam belajar.				
6.	Guru menjelaskan materi terlalu cepat, sehingga membuat saya kesulitan dalam memahami materi pelajaran.				
7.	Saya merasa bosan dengan pelajaran bahasa inggris ketika guru menjelaskan materi dengan cara yang monoton.				
8.	Guru membiarkan teman sekelas berbicara ketika jam pelajaran telah dimulai.				
9.	Saya menjadi tidak bersemangat dalam belajar ketika guru memarahi/menegur saya di depan teman.				
10.	Saya kehilangan fokus saat belajar di sekolah dikarenakan adanya masalah yang saya alami di rumah.				
11.	Suasana disekitar lingkungan sekolah tenang, sehingga membuat saya nyaman dalam mendengarkan penjelasan guru.				
12.	Suhu udara dalam ruangan kelas mendukung proses pembelajaran.				
13.	Ruangan kelas terasa panas, sehingga membuat saya tidak nyaman dalam belajar.				
14	Ruang kelas bersih dan nyaman, sehingga membuat saya semangat dalam belajar.				
15.	Meja dan tempat duduk di kelas tertata rapi sehingga nyaman untuk memulai.				
16.	Saya memiliki peralatan belajar yang lengkap, sehingga memudahkan saya dalam belajar.				
17.	Saya meninggalkan peralatan belajar dirumah, sehingga membuat saya merasa gelisah ketika sedang belajar.				
18.	Ketika belajar di rumah, saya kesulitan mengikuti pembelajaran dengan baik karena tidak memiliki buku dan fasilitas belajar yang lengkap.				
19.	Kebersihan tempat belajar merupakan hal yang utama dalam pembelajaran.				
20.	Di sekolah, guru selalu memberikan perintah untuk membersihkan kelas sebelum belajar.				

Adapted from Dalyono, M & Febriansyah, S. (2015)

Appendix 2

Student Questionnaire Answers

Appendix 3

RESEARCH DATA

Resp	Y	X	Class
1	77	50	IPA
2	78	52	IPA
3	78	50	IPA
4	78	65	IPA
5	79	70	IPA
6	78	60	IPA
7	78	60	IPA
8	78	58	IPA
9	77	59	IPA
10	79	60	IPA
11	77	57	IPA
12	79	59	IPA
13	78	58	IPA
14	77	58	IPA
15	77	61	IPA
16	78	60	IPA
17	80	58	IPS
18	80	54	IPS
19	78	49	IPS
20	75	45	IPS
21	80	80	IPS
22	78	57	IPS
23	78	49	IPS
24	75	50	IPS

Appendix 4

Frequency Table IPS

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.00	2	25.0	25.0	25.0
	78.00	3	37.5	37.5	62.5
	80.00	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	1	12.5	12.5	12.5
	49.00	2	25.0	25.0	37.5
	50.00	1	12.5	12.5	50.0
	54.00	1	12.5	12.5	62.5
	57.00	1	12.5	12.5	75.0
	58.00	1	12.5	12.5	87.5
	80.00	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Frequency Table IPA

Y

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	77.00	5	31.3	31.3	31.3
	78.00	8	50.0	50.0	81.3
	79.00	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	2	12.5	12.5	12.5
	52.00	1	6.3	6.3	18.8
	57.00	1	6.3	6.3	25.0
	58.00	3	18.8	18.8	43.8
	59.00	2	12.5	12.5	56.3
	60.00	4	25.0	25.0	81.3
	61.00	1	6.3	6.3	87.5
	65.00	1	6.3	6.3	93.8
	70.00	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Frecuency Analysis Descriptive

		Frequency	Percent	Valid Percent	Cumulative Percent
	75.00	2	8.3	8.3	8.3
	77.00	5	20.8	20.8	29.2
	78.00	11	45.8	45.8	75.0
	79.00	3	12.5	12.5	87.5

	Frequency	Percent	Valid Percent	Cumulative Percent
80.00	3	12.5	12.5	100.0
Total	24	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
45.00	1	4.2	4.2	4.2
49.00	2	8.3	8.3	12.5
50.00	3	12.5	12.5	25.0
52.00	1	4.2	4.2	29.2
54.00	1	4.2	4.2	33.3
57.00	2	8.3	8.3	41.7
58.00	4	16.7	16.7	58.3
59.00	2	8.3	8.3	66.7
60.00	4	16.7	16.7	83.3
61.00	1	4.2	4.2	87.5
65.00	1	4.2	4.2	91.7
70.00	1	4.2	4.2	95.8
80.00	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Appendix 5

Documentation

The reseacher introduce her self

Tutor teachers provide an explanation of the material and student assignment

Tutor teachers provide an explanation of the material and student assignment

The researcher give questionnaire to student

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Astiti Wahab

Nim   : 105351105318

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	21 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	5 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 30 Oktober 2023
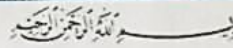Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S. Hum., M.I.P
NBM. 964 591

Nomor : 13679/FKIP/A.4-II/VI/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

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Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Saukeng / 02-10-2000
Alamat : Jl Talasalapang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Relationship Between Students' Achievement And Students Learning Environment In English Language Learning

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
02 Juni 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

78

Nomor : 2031/05/C.4-VIII/VII/1444/2023

07 Muharram 1445 H

Lamp : 1 (satu) Rangkap Proposal

25 July 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMA MUHAMMADIYAH SUNGGUMINASA

di –

Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12815/FKIP/A.4-II/VII/1444/2023 tanggal 20 Februari 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ASTITI WAHAB**

No. Stambuk : **10535 1105318**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE RELATIONSHIP BETWEEN STUDENT'S ACHIEVEMENT AND STUDENTS LEARNING ENVIRONMRNT IN ENGLISH LANGUAGE LEARNING "

Yang akan dilaksanakan dari tanggal 27 Juli 2023 s/d 27 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.

NBM.101 7716

07-23

بســـم الله الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Astiti Wahab

NIM : 105351105318

Judul Penelitian : The Relationship Between Students' Achievement And Students Learning Environment In English Language Learning

Tanggal Ujian Proposal : 22 Mei 2023

Tempat/Lokasi Penelitian : SMA Muhammadiyah Sungguminasa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa 25/07/2023	Observasi Sekolah dan lingkungan kelas	Ramlah, S.S	
2	Jumat, 28/07/2023	Mengajar dikelas dan Pembagian tugas	Ramlah, S.S	
3	Kamis, 3/08/2023	Pembagian kuesioner kepada siswa	Ramlah, S.S	
4	Jumat, 4/08/2023	Pembagian kuesioner kepada siswa	Ramlah, S.S	
5	Kamis, 10/08/2023	Mengajar dikelas	Ramlah, S.S	

Sungguminasa , 11 Agustus 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Kepala sekolah/Instansi

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

........., M.M
NIP. 19640225 199603 2 001

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PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
PIMPINAN DAERAH MUHAMMADIYAH KABUPATEN GOWA
SMA MUHAMMADIYAH SUNGGUMINASA
Jl. Bonto Tangnga No 50 Telp. (0411) 5051310 Paccinongan Kec. Somba Opu

<u>**SURAT KETERANGAN PENELITIAN**</u>
Nomor: 412/030/SMAS.MUH/GOWA/2023

Yang bertanda tangan di bawah ini kepala SMA Muhammadiyah Sungguminasa Kabupaten Gowa menerangkan bahwa.

Nama   : ASTITI WAHAB
Tempat/Tgl Lahir : Saukeng ,02 Oktober 2000
NIM   : 105351105318
Jurusan   : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian mulai tanggal 27 Juli sampai 11 Agustus 2023 pada SMA Muhammadiyah Sungguminasa Kabupaten Gowa dalam rangka penyusunan skripsi yang berjudul :

"THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT AND STUDENTS LEARNING ENVIRONMENT IN ENGLISH LANGUAGE LEARNING "

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Sungguminasa, 11 Agustus 2023
Kepala Sekolah

Dra.JUMIATI, MM
NIP.19640225 199603 2 001

CURRICULUM VITAE

ASTITI WAHAB was born on October 2th in Bulukumba. She is second child of Abd Wahab and Irnawati. She started his education at SDN 129 BontoSuka and graduated in 2011. Then she continued his education at SMPN 25 Bulukumba and graduated in 2015. After that she continued his education at SMAN 6 Bulukumba and graduated in 2018. At the same time, she registered herself at Makassar Muhammadiyah University, and majoring in English Education. At the end of her studies, she was able to complete his thesis in 2023 with the title **"The Relationship Between Student Achievement and the Student Learning Environment in English Language Learning".**