

**THE CORRELATION BETWEEN CLASSROOM CLIMATE AND
STUDENTS' MOTIVATION IN ENGLISH CLASS AT SMK
MUHAMMADIYAH 2 BONTOALA**



A THESIS

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of Education Bachelor*

HIKMAWATI
10535592114

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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APPROVAL SHEET

Title : The Correlation between Classroom Climate and Students' Motivation in English Class at SMK Muhammadiyah 2 Bontoala

Name : HIKMAWATI

Reg. Number : 10535592114

Programmer : English Education Department Strata 1 (S1)


Faculty : Teacher Training and Education

Makassar, November 2018

Approved by:

Consultant I


Consultant II



Dr. H. M. Arief Paturusi, M.Pd.


Andi Asri Jumiatiy, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department


Erwin Akib, M.Pd., Ph.D.
NBM: 860 937


Ummi Khaerati Svam, S.Pd., M.Pd.
NBM : 977 807



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **HIKMAWATI**, NIM **10535 5921 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **212 Tahun 1440 H/2018 M**, tanggal **11 Rabiul Awal 1440 H/19 November 2018 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal **22 November 2018**.

Makassar, 14 Rabiul Awal 1440 H
22 November 2018 M

Panitia Ujian :

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Baharullah, M.Pd.**
4. Dosen Penguji : 1. **Dr. H. M. Arief Paturusi, M.Pd.**
2. **Nunung Anugrawati, S.Pd., M.Pd.**
3. **Herlina Daddi, S.Pd., M.Pd.**
4. **Hj. Ilmiah, S.Pd., M.Pd.**

(.....) *[Signature]*
(.....) *[Signature]*
(.....) *[Signature]*
(.....) *[Signature]*
(.....) *[Signature]*
(.....) *[Signature]*

Disahkan Oleh :
Dekan EKIP Universitas Muhammadiyah Makassar

[Signature]
Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nama : **HIKMAWATI**
Nim : 10535592114
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation between Classroom Climate and
Students' Motivation in English Class at SMK
Muhammadiyah 2 Bontoala.

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Nama : **HIKMAWATI**
Nim : 10535592114
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan Dan Ilmu Pendidikan

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MOTTO AND DEDICATION

“...Tetapi boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu. Allah mengetahui, sedang kamu tidak mengetahui”

(QS. Al- Baqarah: 216)

“Yakinlah ada sesuatu yang menantimu selepas banyak kesabaran (yang kau jalani) yang akan membuatmu terpana hingga kau lupa pedihnya rasa sakit”

(Ali Bin Abi Thalib Alaihi Salam)

This thesis is proudly dedicated to:

- ❖ My great father
- ❖ My beloved mother
- ❖ My brothers and sisters
- ❖ My sisters in law
- ❖ My nephews and nieces

ABSTRACT

HIKMAWATI. 2018. *The Correlation between Classroom Climate and Students' Motivation in English Class at SMK Muhammadiyah 2 Bontoala*. A Thesis. English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by H.M Arief Paturusi and Andi Asri Jumiaty.

This research aimed to find out the students' perception of classroom climate, students' motivation and the correlation between classroom climate and students' motivation in English class. The population of this research was the tenth grade students of SMK Muhammadiyah 2 Bontoala in academic year 2018/2019 with 32 sample that selected by using simple random technique. The method used in this research was quantitative method in correlation design. The instrument used was two questionnaires that used to measure classroom climate and students' motivation. Both of data were analyzed by using Pearson Product Moment formula to correlate both classroom climate and students' motivation.

The result showed that the classroom climate at the tenth grade students of SMK Muhammadiyah 2 Bontoala was good with the mean score was 77. Meanwhile, the mean score of students' motivation in learning English was 74.78 as classified as high. Furthermore, there was significant correlation between classroom climate and students' motivation. It was found that r analysis was 0.850 and r table in the significance 5 % (0.349) and 1 % (0.449). The r analysis was higher than r table that meant H_1 was accepted and H_0 was rejected. It can be concluded that there was very strong correlation between classroom climate and students' motivation in English class at the tenth grade students of SMK Muhammadiyah 2 Bontoala in academic year 2018/2019.

Key word: Correlation, Classroom Climate, Students' Motivation

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Finally, the researcher realizes that this thesis is still far from being perfect. Critics and suggestions are really acceptable to make it better.

Makassar, November 2018

The Researcher

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CHAPTER I

INTRODUCTION

This chapter reveals the problems, the reasons and the purpose underlying the researcher conducted this research. All of them are described into background of the research, problem statements, objective of the research, significance of the research and scope of the research.

A. Background

English is international language that has an important role for human in this world. As international language, English is adapted as a compulsory subject in a junior high school until senior high school. In Indonesia, a learner who studies English as a foreign language may be influenced by some factors such as aptitude, intelligence attitude and motivation of learning English and also the condition of classroom.

A large amount of a student's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. Simply, classroom is the place of teacher and students to conduct teaching and learning process to achieve leaning goals.

Learning process is one process that is very influential on the achievement of the quality of education because it does not merely absorb information from teachers, but also involves various activities and actions that must be done to achieve good learning outcomes. In this case the teacher is required able to hold effective learning conditions. Effective learning is not only measured from the ability of teachers in delivering learning materials, but also the ability of teachers in creating a conducive classroom climate that is comfortable and enjoyable in learning process.

Classroom climate is very important to promote positive learning and stimulate students who want to learn because classroom climate is a key influence on students' motivation, consequently and achievement. Tarmidi (2006:3) stated that the classroom climate is any situation arising from the relationship between teachers and students or the relationship between students and students who characterize the class and influence the learning process.

Classroom climate that are not conducive will have a negative impact on the learning process. Teachers and students will be difficult to achieve the learning goals. Students will feel anxious, restless, bored and saturated. Yet, if the classroom climate conducive, teachers and students can easily achieve learning objective and the learning process undertaken is fun for students. Students feel safe, nurtured, and intellectually stimulated. It means that classroom climate will influence students' motivation in teaching and learning activities.

Motivation can positively affect students to like and enjoy their school. Also, motivation plays a role in the student discovering his/her talents, self-management, and ambition to achieve. Furthermore, motivation has an important role in the formation of good character. Motivation can help to ensure that academic achievement is the result of internal persistence, rather than external pressure.

Hadinata in Puspitasari (2012: 61) states that motivation to learn is an absolute requirement to learn and play an important role in providing passion or enthusiasm in learning. Learning motivation is not only to be a driver to achieve good results but contains efforts to achieve learning objectives, where there is understanding and development of learning. It means that motivation as a driving force in students that lead to learning activities so that the desired goal by the subject of learning can be achieved.

Learning motivation is the support of the learning process to get good results. Motivation to learn is an absolute requirement to learn, as well as plays an important role in providing passion or spirit in learning. Students who have learning motivation are expected to be more enthusiastic and active in learning activities and have a positive impact on students. However, when students have a low learning motivation it will cause students cannot learn optimally and less eager in carrying out learning activities so hampered in achieving the predetermined learning goals.

At SMK Muhammadiyah 2 Bontoala, the researcher found some problems related to classroom climate such as there are some students prefer to be noisy and talk to their friends instead of listening to the teacher, there are some even sleep while the teacher explains the material, some students do not help each other while doing the task and the availability of facility and learning media are still lacking.

In other hand, the researcher also found problems about students' motivation. There are some students unmotivated in learning English. It can be seen from some of the students are lazy to do the assignment, some of the students do not pay attention to the teacher explanation, some of the students do not ask and answer question from the teacher, and there are some students do not express their opinions.

From the description above, the researcher wants to find out whether or not classroom climate has correlation with students' motivation in English class, thus the researcher will conduct the research under the title "The Correlation between Classroom Climate and Students' Motivation in English Class at SMK Muhammadiyah 2 Bontoala".

B. Problem Statements

Based on the background of the research, the researcher formulates the problems as follow:

1. How is the classroom climate in English class at the tenth grade students of SMK Muhammadiyah 2 Bontala?

2. How is the students' motivation in English class at the tenth grade students of SMK Muhammadiyah 2 Bontala?
3. Is there any correlation between classroom climate and students' motivation in English class at the tenth grade students of SMK Muhammadiyah 2 Bontala?

C. Objectives of the Research

Based on the problem statements above, the objectives of the research are:

1. To find out the classroom climate in English class at the tenth grade students of SMK Muhammadiyah 2 Bontoala.
2. To find out students' motivation in English class at the tenth grade students of SMK Muhammadiyah 2 Bontoala.
3. To find out whether or not classroom climate and students' motivation has correlation in English class at the tenth grade students of SMK Muhammadiyah 2 Bontoala.

D. Significance of the Research

1. Theoretical

The results of this research are expected to contribute information and thought for teachers and students in developing the science of educational psychology, especially for school psychology related to the perception of classroom climate and learning motivation.

2. Practical

The results of this study are expected to be used as input material for teachers and students in creating a good classroom climate so that it can be motivated students to learn English.

E. Scope of the Research

To avoid misunderstanding and to clarify the problems, it is important to set some limitation of the problem. This research will focus on classroom climate that consisted of atmosphere of learning in class, interaction relationship between class citizens, physical environment, learning activities and learning facilities and its correlation with students' motivation to learn English that consisted of intrinsic and extrinsic motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses and elaborates the concepts of the variables with respect to this study, i.e., classroom climate in relation to students' motivation. Besides, it presents the relevant studies investigating the classroom and students' motivation. In addition, it reveals the synthesized concepts elaborated in a conceptual framework leading to the research hypotheses.

A. Previous Related Research Findings

Based on the previous research, the researcher finds some examples that may be able to support this research; the research can be more qualified and can be accepted by all circles, especially in education. To support and strengthen this study the researcher finds some samples.

The first previous research overview was conducted by Fathmawati, et al (2016) 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*". The aimed of this research was whether or not there were significant correlation between students' perception of classroom environment, students' motivation in learning English and their English achievement. The findings showed that there were significant correlations between students' perceptions of classroom environment and students' motivation were significantly with their English achievement.

The second previous research overview was conducted by Husna (2013) in her thesis entitled "*Pengaruh Iklim Kelas dan Minat Belajar Terhadap Hasil Belajar Siswa Pada Pelajaran Ekonomi Pada SMA*". This research aims to determine how to influence attitudes and interest in learning outcomes in economics learning at class XI IPS of SMA Muhammadiyah 1 Pontianak. The result of the research showed that there were significant class climate and interest in learning on learning outcomes, the magnitude of the effect of 15.3%. Level of high school students class climate at class XI IPS of SMA Muhammadiyah 1 Pontianak in good condition with the percentage of 55% while the rate of high school students' interest at XI IPS of SMA Muhammadiyah 1 Pontianak in high condition with percentage by 51%.

The third, Gitawaty (2010) in her thesis entitled "*The Correlation between the Students' Learning Motivation and Their Achievement in English*". The researcher said that the main objective of this study is to found out the correlation between students' perception of classroom environment, motivation in learning English and their English achievement. After finishing the research, the researcher found that there was no correlation between students' learning motivation and their achievement in English.

Based on the findings above, the researcher found the similarities and differences. The previous research and this study have same research design. All research using correlation method to analyze the correlation between independent variable and dependent variable. The differences aspect between previous study and this research is about the subject of the research, the

previous study taken in senior high school whereas the researcher took subject research in vocational high school. Furthermore, another aspect that difference of the previous study with this study was on the variable. The first previous study focused in students' perceptions of classroom environment, motivation in learning English and their English achievement, the second previous study focused in classroom climate and students' interest and its correlation with students' English achievement, the third previous study focused in students' learning motivation and their achievement in English whereas this research focus on classroom climate and is correlation with students' motivation in English class.

B. Some Pertinent Ideas

1. Concept of Classroom Climate

a. Definition of Classroom Climate

Classroom climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. In this context the term classroom climate is used to represent the words mentioned above.

There are some definitions about classroom climate according to some experts. According to Sutha and Shirlin (2017:22) classroom climate is defined as the type of environment that is created for students by the school, teachers, and peers which as encompasses all the socio-psychological dimensions of classroom life. In another hand, Tarmidi (2006:3) states that the classroom climate is any situation arising from

the relationship between teachers and students or the relationship between students and students who characterize the class and influence the learning process.

Bloom in Harjali (2016: 11) defined climate as a condition, influence, and external stimuli that include physical, social and intellectuals that affect learners. Rawnsley and Fisher in Ningrum (2015:19) suggest that classroom climate is a psychological state and social relationships formed in the classroom as a result of interaction between students and teachers, and between students and other students.

Classroom climate is defined as the type of environment that is created for students by the school, teachers and peers. In addition, Fang in Cuarto and Arenillo (2015:79) state that classroom climate is a mood or atmosphere formed after the teacher and students are learning together in the same class, affecting each member's thoughts, emotions, attitude style, learning style and motivation. Creemers and Rezig in Haqsa (2014:9) state that the classroom environment is the setting in which students' learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere, and norms and values. Studies conducted in different regions of the world have shown that classroom climate as one of the most important predictors of students' achievement.

Based on all definitions above, the researcher concludes that classroom climate is very important to achieve teaching and learning goals. Classroom climate is all situations in terms of psychology, physically, and social arising from the interaction between students and teachers, and students between other students.

b. The Aspects of Classroom Climate

According Fraser, et al in Ningrum (2015: 22) classroom climate can be divided into several aspects namely:

1. Student cohesiveness

Student cohesiveness aspect measures the extent to which students know each other, help, and support each other.

2. Teacher support

The aspect of teacher support measures the extent to which teachers assist students, are able to be friends with students, give attention and trust in students.

3. Student involvement in lessons

Student involvement in the class measures the extent to which learners care and are interested in activities and participate in classroom discussions. Student involvement in the class measures the extent to which learners care and are interested in activities and participate in classroom discussions.

4. Investigation activities

This investigation measures the extent to which students are able to solve problems in the classroom without being informed of the solution. Students can solve problems by asking other students, to teachers, or getting information from the media (watching television, reading books).

5. Task orientation

The direction aspect of this assignment measures the extent to which students are able to complete a task and are able to stay focused on the lesson.

6. Student cooperation

Student cooperation is cooperation of students work with each other instead of compete in learning. Teachers sometimes assign tasks in groups to see students' ability to work with other people or students to get things done properly.

7. Equality

Equity seen through each student gets the same opportunity to talk. Teachers do not discriminate between students, and each student gets the same treatment.

Based on the description above, it can be concluded that the aspect of the classroom climate is the cohesiveness of students, teacher support, students' involvement in the lesson, investigation activities, teacher direction assignments, student cooperation and equality.

c. Objectives of Conducive Classroom Climate

The learning process is closely related to the environment which the learning process takes place. The joyful atmosphere has an impact on the interest and enthusiasm of learners. Conversely, a thrilling and tedious atmosphere will lead to a learning atmosphere that is far from expectations. Therefore, the teacher as the most responsible part in the management of learning in the classroom must create a comfortable learning atmosphere, and fun for the child, because with a comfortable and pleasant classroom climate can facilitate them in transforming interpersonal relationships to become a productive and mutually rewarding learning community, which enables effective learning interaction in helping children grow or learn.

Based on the statement above, Depdikbud in Mustafida (2017: 84) suggested the purposes of creating a conducive classroom climate that are:

1. Realizing classroom situations and conditions, both as a learning environment and as a learning group that allows learners to develop their abilities as closely as possible.
2. Eliminating obstacles that can hinder the realization of learning interactions.
3. Providing and organizing learning support facilities that enable students to learn according to the social, emotional, and intellectual environment in the classroom.

d. Characteristics and Indicators of Conducive Classroom Climate

Moedjiarto and Mustafida (2017: 84-85) suggest the characteristic of a class that has a good climate (conducive) as follow:

1. The atmosphere of learning in class is quiet and away from the noise and chaos.
2. There is a close relationship, full understanding, and a sense of kinship between headmaster, staff, teacher and students
3. At school there appears to be an attitude of prioritizing the interests of the school and the interests of many, while the private interests get the most back
4. All school activities are organized in an orderly manner, carried out and carried out with full responsibility and equitable.
5. Students are treated equally, not discriminating between the poor and the rich, the clever and the slowest to think, all of them have the same opportunity to perform as well as possible.

6. In the classroom can be seen the existence of a learning activity to teach high.
7. Students actively ask questions about less understood lessons, while the teacher is happy to always answer them. For questions that cannot be answered, the teacher wisely asks for time to search for further data and information.
8. Students respect each other, and to the teacher the students have high respect.
9. Tables and chairs and other equipment, contained in the classroom are always neatly arranged and kept clean.
10. Students take care of the cleanliness of school furniture and the cleanliness of the classroom whose assignment is done in rotation.

Rifa'i (2012: 176) mentions there are four major factors that need be considered in creating a conducive learning environment namely:

1. Preparation of learning facilities and activities
2. Physical arrangement
3. Opening lesson
4. Building an atmosphere of togetherness.

Based on several aspects, the researcher sets classroom climate indicators in this research are:

1. The atmosphere of learning in the classroom;
2. Interaction relationships between class citizens (teachers with students and students with students)
3. Physical environment;
4. Lesson activities;
5. Learning facilities.

In the first indicator is the atmosphere of learning in the classroom is the conclusion of the learning atmosphere class in orderly, quiet, away from the noise and chaos. In the second indicator is the relationship between class citizens is the conclusion of a close relationship, full understanding of mutual respect between students with students and teachers with students. In the third indicator of physical environment is the conclusion of the arrangement of tables and chairs and other equipment contained in the classroom is always neatly arranged and kept clean, and students take care of the cleanliness of school furniture and cleanliness of the classroom assignment done in rotation. In the fourth indicator of teaching and learning activities is the conclusion of the classroom can be seen the existence of an effective teaching and learning activities such as the use of learning methods by teachers. The fifth indicator of learning facilities is the conclusion of preparation facilities and activities.

2. Concept of Motivation

a. Definition of Motivation

Motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting.

Many experts in psychology have given various definitions of motivation. Santrock in Istianti (2013:6) stated that motivation is the processes that energize, direct, and sustain behavior. It means that motivation is the process which pushes and shows students to do something and keep on the activity continuously. In addition, motivation can be said as a psychological impulse in a person to perform actions to achieve certain goals both consciously and unconsciously. This is supported by the opinion of Syaiful in Badaruddin (2015: 13) motivation is a psychological phenomenon in the form of encouragement that arises in a conscious or unconscious person to perform a certain purpose.

Dornyei and Otto in Yulis (2016: 3) state that motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operation zed, and (successfully or unsuccessfully) acted out.

Motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished. Not only seriousness in learning English, but also high motivation it is more important. Motivation is probably the most frequently used catch all term for explaining the success or failure of any complex task. Thus, it can assume that success in any task is due simply to the fact that someone is motivated.

Motivation has significant role in teaching and learning process. The students who have higher motivation will get a better opportunity to achieve the goal in the learning activities than the lower one. It is assumed that motivation is an essential of learning to achieve something. Harmer in Sari (2015: 17) stated that motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal (that is something we wish to achieve), and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between short term goals and long term goals.

From those definitions above, the researcher concludes that motivation has significant relationship with learning process. In teaching and learning process, motivation is a vital part. Motivation is the process to push and to support students to learn. Therefore, it can help the students to achieve their goals.

b. Kinds of Motivation

Penny in Gitawaty (2010: 13) states that motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both are these have important part to play in classroom motivation, and both are least partially accessible to teacher influence.

1. Intrinsic Motivation

Intrinsic motivation is the factor that comes from within the individual. It means motivation is a desire which comes from inside to do something. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Schunk in Istianti (2013:11) stated that intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire and reward from themselves and do not depend on the external rewards. For example, another student may study hard for a test because he or she enjoys the content of the course.

Harmer in Istianti (2013:11) stated that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teachers' role to create intrinsic motivation in the classroom in order to maintain students' learning. It means that intrinsic motivation is better for students because if the students have intrinsic motivation, they are easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

Berliner in Murniasih (2013: 7-8) stated that intrinsic motivation can be found in four components; interest, needs, hobby and goal. Those four components will be described as follows:

a. Interest

Students with an interest on a subject tend to pay attention on it. They feel it makes a difference to them. They want to become a fully aware of its characters. Interest is the factor which determiners an attitude in working or studying actively.

Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead

them to success. In teaching learning process the teachers should not only transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder.

b. Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing.

It means that need is a circumstances in which something is necessary. In his book, Harmer stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behavior of an individual. It means that in observing individuals in different situation, we sometimes note consistencies in their behavior. Someone usually do anything they can due to their need, and the things they do refer to their independency.

c. Hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one’s spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone’s free time. That means hobby refers to like or pleasure doing something for wasting time.

d. Goal

The researcher has said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. For the example; the students works hard for his or her paper because they wanted to achieve their goals.

Almost all people have goals in every activity that they want to do in their daily life.

The researcher concludes that intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shown that motivation will be active or has function do not need to stimulate from outside because every person has a drive to do something. Intrinsic motivation can be found in four components; interest, needs, hobby and goal.

2. Extrinsic Motivation

Extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, friends, environment, etc. Actually, that factor can influence upon students' extrinsic motivation in teaching and learning process as follow:

a. Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the students to learn hard.

b. Parents

Parents are expected to motivate their children to achieve the good goals in school. Harmer in Yulis (2016:5) stated that “if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect”. This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation. Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. As a result, they will get better achievement.

c. Environment

Environment has important role to motivate students. Environment is everything which exists around us which has correlation and gives influence to ourselves. Teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. Students will be more interesting and enjoy teaching and learning process.

Students who are motivated by their environment will have encouragement to learn English. In other words, if their home environment, classroom climate and the quality of facilities are good, they will do their best to achieve better English. Generally, it has been known that to determine someone's learning motivation is not only from individual factor, but also environment factor.

c. Factors Influencing Learning Motivation

Yusuf in Reviananda (2013: 17) mentioned the factors that influence the motivation to learn. The two factors are internal factor and external factor.

1. Internal Factors

Internal factors include:

a. Physical Factors

Physical factors include nutrition health, and functions physical (especially the five senses).

b. Psychological Factors

Psychological factors relate to those aspects encourage or hinder student learning activities

2. External Factors (originating from the environment)

a. Non-Social Factors

Non-social factors include air condition (hot weather or cold), time (morning, noon, night), place (quiet, noisy, or the quality of the school's place of study), facilities and infrastructure or learning facilities.

b. Social Factors

Social factors are human factors (teachers, counselors, and people old), either present directly or indirectly (photo or sound).

The learning process will take place well, if teachers teach in a fun way, like be friendly, pay attention to all students, as well

always help students who have learning difficulties. On when at home the students still get the attention of parents, either materials by providing learning facilities and infrastructure to help and facilitate students studying at home.

From the above explanation, it can be concluded that motivation learning has a profound effect on business results someone. When the efforts of the learners are thing which is positive and supportive and oriented to learning activities, then the motivation to learn will affect the results of learning.

d. Students' Motivation in Learning English

Motivation seems to be vital role in teaching and learning process. Motivation plays prominent role in language learning because motivation is one of the internal factors that influence in learning. Learning motivation "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". It is what gets students to engage in academic activities, keeps them trying when things get difficult, and determines how much they learn.

It gives great influence for students to conduct activities to reach their goals. In learning English, each student is differed from how they react to any school activity or material. Some students will enjoy the learning happily, some will learn lazily, some will receive new topic with eagerness, and some will deny in following the teaching and learning process. Some students also will do the assignment you gave

for them, and others will copy the assignment from their friends. Besides any students always try to get the best in everything they do, and any of students just do what they want. All of the differences in students' perception towards learning above are affected by motivation.

Abismara in Haqsa (2015:22-23) stated that there are several internal and external factors that influence students in learning English. Internal factors such as; age, gender, religion, need, interest, attitude, expectancy, self efficiency and native language proficiency. For external factors that influence students' motivation are teacher, course content and atmosphere, social identity, role models, home support, and classroom environment.

Motivation in learning, especially in learning English might arise because of intrinsic and extrinsic factors. However, these factors are caused by approach that makes students are motivated to do some activities seriously. Hamzah in Haqsa (2015:20) classified the motivation in learning is indicated by the process of the followings:

1. The interest to be successful
2. The motive and need to learn.
3. The desire of future achievement
4. The appreciation in learning
5. The interesting activities in learning
6. The conducive environment that makes students comfortable.

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the world around the students feeling and engagement with the learning.

3. The Correlation between Classroom Climate and Students' Motivation

As mentioned before that students' motivation is very important to support teaching and learning process. Motivation is a process that moves people to do something. Motivation can positively affect students to like and enjoy their school. Furthermore, motivation has an important role in the formation of good character. Motivation can help to ensure that academic achievement is the result of internal persistence, rather than external pressure.

There are some factors that influence students' motivation, intrinsic and extrinsic factors. Intrinsic factor can be a motive derived from the student self while extrinsic factor is factor from outside the individual self like awards, teachers, parents and the environment.

Based on the above statement, it can be concluded that one of the factors that influence the motivation is the environment. The environment includes the classroom environment or so-called classroom climate. Hoy and Miskel in Hardiyanto (2016: 20) say that the classroom climate is a continuous quality of the classroom environment experienced by teachers that affect student behavior in creating a conducive learning process.

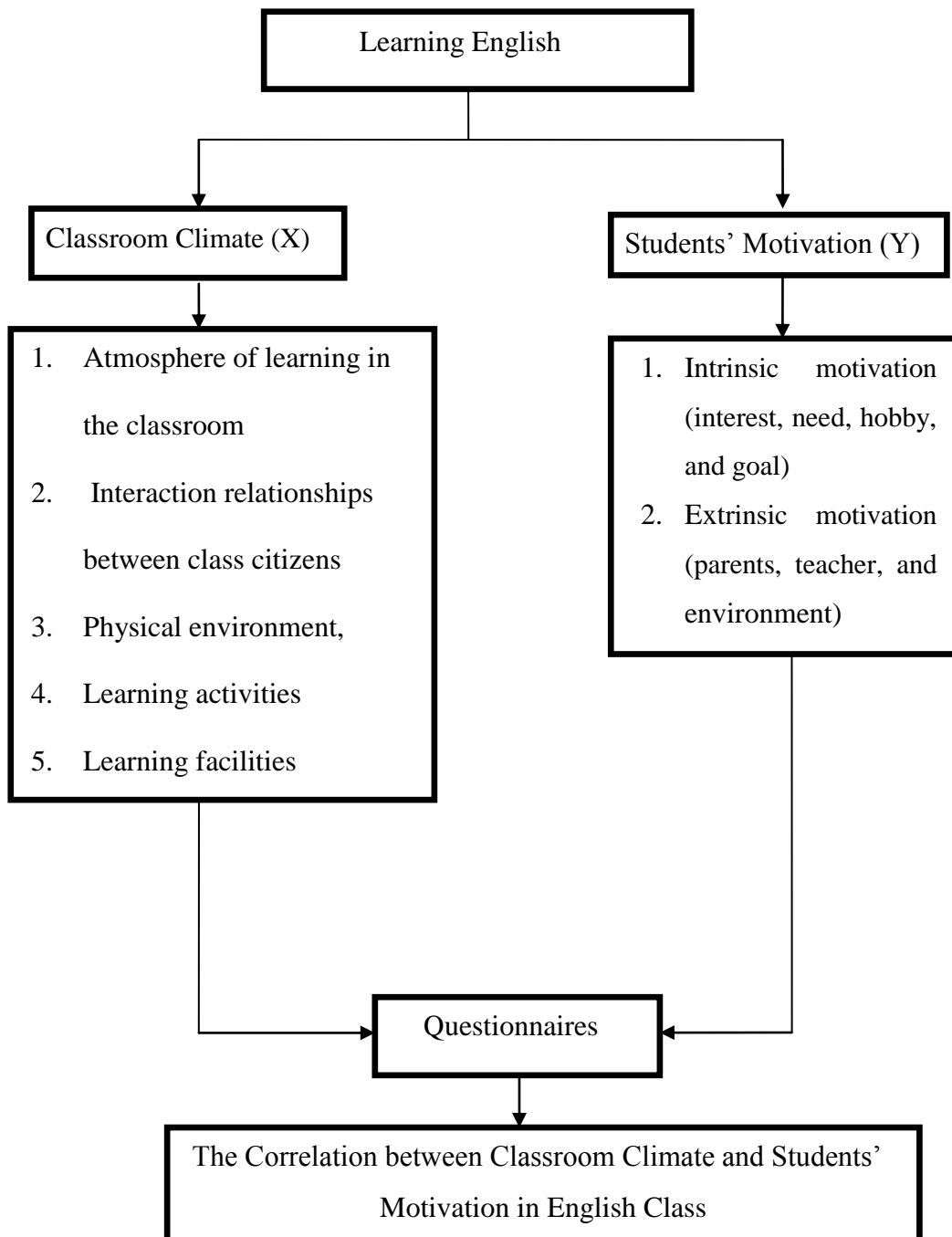
Classroom climate is very important to promote positive learning and stimulate students who want to learn because classroom climate is a key influence on student motivation, consequently and achievement (Mucherah, et al, 2014:94). Classrooms with high teacher support and involvement tend to have students who enjoy learning and report a high desire for self-improvement and motivation for academic achievement. On the other hand, classrooms with high teacher control and strict rules are associated with students who report negative feelings about school and less interest in academic achievement and self-improvement.

From the statement above, it can be concluded that positive classroom climate will motivate and involve students in teaching and learning activities. Classroom climate that are not conducive will have a negative impact on the learning process. That means students and teachers will be difficult to achieve the learning goals. Students will feel anxious, restless, bored and saturated. Yet, if the classroom climate conducive, teachers and students can achieve learning objective easily, and the learning process undertaken is fun for learners.

C. Conceptual Framework

Figure 2.1

Conceptual Framework



Based on the conceptual framework, it shows the process of the research. This research will use correlation method to analyze whether or not classroom climate has significant correlation with students' motivation in English class. There are two variables those are classroom climate as independent variable and students' motivation as dependent variable. It shows that, the instrument will use in this study is questionnaire.

The indicators of classroom climate variable are atmosphere of learning in the classroom, interaction relationships between class citizens (teachers with students and students with students), physical environment, learning activities, and learning facilities. Furthermore, the indicators of students' motivation are intrinsic motivation extrinsic motivation. Intrinsic motivation deals with interest, need, hobby, and goal. Besides, extrinsic motivation is deals with teacher, parents, and environment.

D. Research Hypothesis

Based on the review literature and conceptual framework describe before, the researcher formulates the hypothesis of the research as follow:

H1: There is a significant correlation between classroom climate and students' motivation in English class at SMK Muhammadiyah 2 Bontoala.

H0: There is no a significant correlation between classroom climate and students' motivation in English class at SMK Muhammadiyah 2 Bontoala.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method including research design, research variables and indicators, population and sample, research instrument, procedure of collecting the data, research data collection, and research data analysis.

A. Research Design

The research aimed to determine the correlation between classroom climate and students' motivation in English class. In relation to the aim of the research, the researcher used the correlation method in quantitative design. A correlation research involved collecting the data to determine whether or not and to what degree, a relationship exists between two or more variables.

B. Research Variables and Indicators

1. Variables

This research had two variables namely variable X and variable Y. classroom climate as variable X and students' motivation as variable Y.

2. Indicators

a. Classroom Climate

The indicators of classroom climate questionnaire were atmosphere of learning in the classroom, interaction relationships between class citizens (teachers with students and students with students) physical environment, learning activities, and learning facilities.

b. Students' Motivation

The indicators of students' motivation questionnaire were intrinsic motivation and extrinsic motivation. Intrinsic motivation deals with interest, need, hobby and goal. Besides, extrinsic motivation was consisted of, teacher, parents, and environment.

C. Population and Sample

1. Population

The population of this research was the tenth grade students of SMK Muhammadiyah 2 Bontoala in academic year 2018/2019. There were 8 classes of the tenth grade students. The total numbers of students were 173 students.

2. Sample

The sampling technique applied in this research was simple random sampling technique. Simple random sampling can be applied when the researcher want to give the same chance to the subject of the research. In other words, there was no discrimination in selection of the sample. The researcher took four samples in every class at the tenth grade. Thus, the number of sample was 32 students. In this research, this technique was conducted through lottery with some stages as follow:

1. Making lottery papers as many as number of population
2. Each of the lottery paper was numbered
3. All of the lottery papers rolled up and put into a lottery box

4. The lottery box was shaken and the selected lottery papers were determined as the sample of the research.

D. Research Instrument

According to Sugiyono (2017:148) research instrument is a tool used to measure the natural and social phenomena observed. The researcher used questionnaire as the instrument to collect the data. There were two kinds of questionnaire namely questionnaire about classroom climate and a questionnaire about students' motivation. The questionnaire was closed-ended questionnaire that meant that the respondents were asked to choose one of the options by giving mark or checklist. This questionnaire used five alternative option based on Likert scale types namely strongly agree, agree, undecided, disagree and strongly disagree.

Questionnaire about classroom used was to find out students' perception about classroom climate. The questionnaire was consisted of 11 positive statements and 9 negative statements. Meanwhile, questionnaire about students' motivation was aimed to find out students' motivation. It consisted of 10 positive statements and 10 negative statements.

E. Procedure of Collecting the Data

In this research, the researcher collected the data several stages. The steps were as follow:

1. Determining research location.
2. Identifying the problems
3. Determining the scope of the research

4. Determining the population and sample.
5. Determining, arranging and preparing the research instrument.
6. Collecting data of classroom climate and students' motivation by giving questionnaire.
7. The respondents were asked to fill out the name, grade and attendance number in the answer sheet.
8. The respondents were asked to read the direction about how to answer the questionnaire.
9. Then, the researcher gave some explanation about how to answer the questionnaire.
10. Finally, the respondents' answers scored and the results have been analyzed.
11. Analyzing the correlation of both variables by using Pearson Product Moment.
12. Lastly, making conclusion of the research

F. Data Analysis Technique

After the researcher collected the data, the next step was analyzing the data. The aimed of analyzing data was to find out how the classroom climate, students' motivation in English class and the correlation between classroom climate and students' motivation in English class at the tenth grade students of SMK Muhammadiyah 2 Bontoala. The steps were as follow:

1) Calculating score of classroom climate and students' motivation questionnaire by using Likert scale

Table 3.1
Likert Scale Rating

Option	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

(Sugiyono, 2017: 135)

2) Determining the level or category of classroom climate and students' motivation by using mean score formula as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Interpretation:

\bar{X} : The mean score

$\sum x$: The respondents total score

N : The total number of respondents

(Gay in Hardianti, 2015: 35)

In determining the level of classroom climate and students' motivation scores, the researcher used the category of range as follow:

Table 3.2
Scoring Rubric for Classroom Climate and Students' Motivation

Score Classification	Category	
	Classroom Climate	Students' Motivation
81-100	Very Good	Very High
61-80	Good	High
41-60	Fair	Medium
21-40	Less	Low
0-20	Poor	Very Low

(Sudijono, 2003: 40)

3) Calculating the percentage of the respondents score in each variable by using the formula:

$$P = \frac{F}{N} \times 100 \%$$

Interpretation:

P : Percentage

F : Frequency of the correct answer

N : Total number of respondent.

(Sudjana in Yuliana, 2018: 30)

4) Analyzing the correlation between classroom climate and students' motivation by using Pearson Product Moment formula:

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

The descriptions of the formula above were explained as follow:

r_{xy} : The correlation coefficient between X and Y

N : The number of respondents

$\sum X$: The sum score of classroom climate

$\sum Y$: The sum score of students' motivation

$\sum X Y$: Sum of classroom climate score times sum of students' motivation score

$\sum X^2$: The sum of square in X

$\sum Y^2$: The sum of square in Y

(Arikunto 2006: 72)

After determined the data by using Pearson Product Moment Correlation, we will see the result and we can interpret whether classroom climate has significant correlation or not with students' motivation in English class.

Table 3.2

Standard of Pearson Product Moment Correlation

Standard	Interpretation
0.00-0.199	Considered as no correlation
0.20-0.399	Low correlation
0.40-0.599	Medium correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

(Sugiyono, 2017:257)

After calculating r analysis, the next step was to find out the significance level.

Significance critical value: 5 % (0.05) and 1 % (0.01)

Criteria:

H1 : There was significant correlation between two variables

H0 : There was no significant correlation between two variables

To attest and prove whether correlation between classroom climate and students' motivation was significant or not, the researcher concluded that result by applying the following comparison between the r analysis and r table. Before, the researcher determined degree of freedom with the formula as follow:

$$df = N - nr$$

df = degree of freedom

N = number of respondent

nr = number of variable

If $r_{xy} > r$ table, the correlation is positive

If $r_{xy} < r$ table, the correlation is negative

If $r_{xy} = r$ table, the correlation is zero

(Gay in Istianti, 2013: 35)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings from which the data were collected and analyzed. Those were about classroom climate, students' motivation, and the correlation between both of them.

A. Findings

In this section, the researcher presents the result of data analysis which based on the problem statements. Those are classroom climate, students' motivation and correlation both of them. The description is as follow:

1. Classroom Climate

In this case, classroom climate was the first variable (X). This section answered the first problem statements. The result of classroom climate was determined by calculating the students' answer of the 20 items questionnaire that given to 32 students as sample. Based on the data collected from questionnaire, classroom climate according to students had been determined. The mean score of classroom climate presented in the following table:

Table 4.1
Mean Score of Classroom Climate

Variable	Mean Score	Classification
Classroom Climate (X)	77	Good

The illustration of the table above shows that the mean score of classroom climate in the tenth grade students was 77 and based on the standard classification, it was interpreted as “Good”. It can be concluded that classroom climate in tenth grade class was good condition.

Furthermore, the frequency and percentage of classroom climate in the tenth grade students can be seen in the following table:

Table 4.2

The Frequency and Percentage of Classroom Climate

No.	Score	Classification	Frequency	Percentage
1	81-100	Very Good	15	46.87 %
2	61-80	Good	14	43.75 %
3	41-60	Fair	3	9.38 %
4	21-40	Less	0	0 %
5	0-20	Poor	0	0 %
Total			32	100 %

Table 4.2 above indicates that there were 15 (46.87 %) students assumed that the classroom climate was very good. There were 14 (43.75 %) students considered that classroom climate was good. There were only 3 (9.38%) students said that classroom climate was fair. From 32 samples, there was no student claimed less and poor classroom climate. It can be concluded that most of students claimed that classroom climate at the tenth grade of SMK Muhammadiyah 2 Bontoala had very good condition. The diagram below shows the percentage of classroom climate.

Figure 4.1
Percentage of Classroom Climate at the Tenth Grade Students of
SMK Muhammadiyah 2 Bontoala

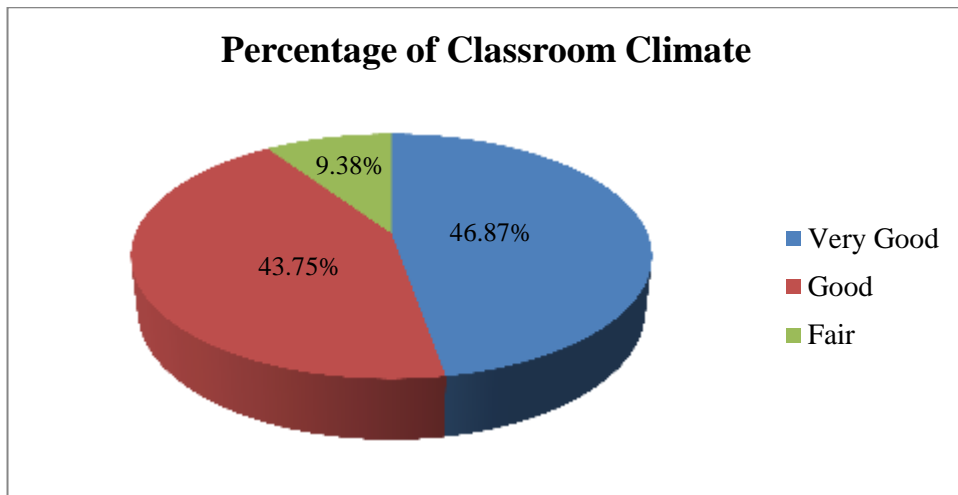


Figure 4.1 above shows that there were students claimed that classroom climate was very good, good and fair. There were 46.78 % of students assumed that the classroom climate was very good. Most of students classified classroom climate as good hose were 43.75 %. From 32 samples there were only 9.38% of students said that classroom climate was fair. It can be concluded that the classroom climate at the tenth grade of SMK Muhammadiyah 2 Bontoala had good condition.

2. Students' Motivation

As mentioned in the previous chapter, the researcher took the score of students' motivation by giving 20 items questionnaire to 32 students as sample. Based on the data collected from questionnaire, the score of students' motivation had been determined. The mean score of students' motivation presented in the following table:

Table 4.3
Mean Score of Students' Motivation

Variable	Mean Score	Classification
Students' Motivation (Y)	74.78	High

The illustration of the table above describes that the score of students' motivation in the tenth grade was 74.78 and based on the standard classification, it was classified as "High". Concisely, most of students had high motivation to learn English.

Furthermore, the frequency and percentage of classroom climate in tenth grade students can be seen in the following table:

Table 4.4
The Frequency and Percentage of Students' Motivation

No.	Score	Classification	Frequency	Percentage
1	81-100	Very High	11	34.38 %
2	61-80	High	17	53.12 %
3	41-60	Medium	4	12.5 %
4	21-40	Low	0	0 %
5	0-20	Very Low	0	0 %
Total			32	100 %

As shown in the table, there were 11 (34.38 %) students who were indicated as very high motivation. Then, there were 17 (53.12 %) students had high motivation. There were only 4 (12.5 %) students had medium motivation to learn English. Lastly, there was no student who had low and very low motivation. In conclusion, most of students at the tenth grade

students of SMK Muhammadiyah 2 Bontoala had high motivation to learn English. The diagram below shows the percentage of students' motivation.

Figure 4.2

Percentage of Students' Motivation at the Tenth Grade Students of SMK Muhammadiyah 2 Bontoala

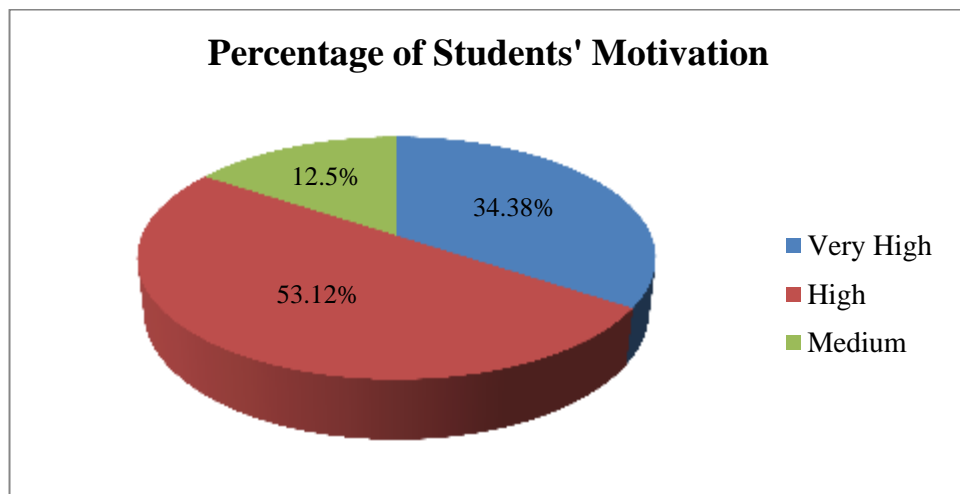


Figure 4.2 above presents about the percentage of students' motivation. It was found that there were 34.38 % of students had very high motivation, while most of students were classified in the high motivation those were 53.12 % and only 12.5 % of students had medium motivation.

3. The Correlation between Classroom Climate and Students' Motivation

Based on the data from classroom climate and students' motivation, the researcher found the correlation both aspects. The correlation between classroom climate and students' motivation in English class as shown in the following table:

Table 4.5
The Correlation between Classroom Climate and Students’
Motivation

N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	r_{xy}
32	2464	2393	192448	181885	186665	0.850

The data have been calculated by using Pearson Product Moment correlation formula. Based on the data analysis, the researcher found that $r_{analysis} = 0.850$, it lied on 0.80-1.000 which was interpreted as very high correlation. It showed that there was positive correlation between classroom climate and students’ motivation to learn English at the tenth grade students’ of SMK Muhammadiyah 2 Bontoala.

After calculated by using Pearson Product Moment formula, then the researcher compared with r table in 5 % and 1 % to see significant level with $df = 30$. In addition, the researcher assumed classroom climate and students’ motivation had significance correlation by the result of r table in the significance 5 % (0.349) and 1 % (0.449) that meant $r_{analysis}$ was higher than r table. Thus, it can be concluded that there was very high correlation between classroom climate and students’ motivation in English class at the tenth grade students of SMK Muuhammadiah 2 Bontola and the analysis meant that H_1 was accepted and H_0 was rejected.

B. Discussion

This part deals with presentation of data obtained from the questionnaires. The data are obtained from different questionnaires. The first questionnaire was about classroom climate in English class and the second questionnaire was about students' motivation.

Tarmidi (2006:3) stated that the classroom climate is any situation arising from the relationship between teachers and students or the relationship between students and students who characterize the class and influence the learning process. Classroom climate is very important to promote positive learning and stimulate students who want to learn because classroom climate is a key influence on students' motivation, consequently and achievement. Ardy (2013: 65) explained that classroom climate is directed to create a pleasant and conducive class so it can motivate students to learn well according to their development and abilities.

Based on the research findings from questionnaire, the overall mean score of classroom climate was 77 and classified as "Good". There were 15 (46.87%) students claimed that the classroom climate was very good. There were 16 (43.75 %) students considered that classroom climate was good. From this percentage there were only 3 (9.38%) students said that classroom climate was fair. Lastly, there was no students claimed that the classroom climate was less and poor.

The result of questionnaire indicated that the learning atmosphere in classroom is quite conducive where most of students enjoy learning English in their class because English class is fun, comfortable, clean and tidy, most of students prefer to listen to teacher's explanation than talk to their friends. English teacher helps students when students have difficulty in learning English, each students has good relationship with others students, they care each others. This is also supported by the learning method used by English teacher where teacher used learning that was not boring so students encourage in learning, teacher also give change to students to ask question. Finally, the learning facilities also supported the conducive learning process which the class is cool because there is a fan. English teacher also uses LCD when teaching English.

Hadinata in Puspitasari (2012: 61) states that motivation to learn is an absolute requirement to learn and play an important role in providing passion or enthusiasm in learning. Learning motivation is not only to be a driver to achieve good results but contains efforts to achieve learning objectives, where there is understanding and development of learning. It means that motivation as a driving force in students that lead to learning activities so that the desired goal by the subject of learning can be achieved.

Based on the result from questionnaire, the mean score of students' motivation was 74.78 which interpreted as "High". The result showed that there were 11 (34.38 %) students who were indicated as very high motivation. Then, there were 16 (53.12%) students had high motivation. There were only

5 (12.5 %) students had medium motivation to learn English. Lastly, there were no students who had low and very low motivation. In conclusion, most of students in the tenth grade students of SMK Muhammadiyah 2 Bontoala had high motivation to learn English.

Based on the result of questionnaire about students' motivation, it indicated that most of students had high intrinsic motivation. It proved by most of students like to learn English, they are confidence when teacher asked them to speak English in front of the class, most of students assumed that learning English is very important, most of students like to watch English movie and read English book. It also supported by extrinsic motivation that students gained from teacher, parents and environment. Their English teacher has a dynamic and interesting teaching style, English teacher also gives rewards to students when students get good grades. Their parents also help in learning environment also helps students in learning English. The last, learning environment also helps students to learn English because of the classroom is fun and comfortable.

Classroom climate is very important to promote positive learning and stimulate students who want to learn because classroom climate is a key influence on student motivation, consequently and achievement (Mucherah, et al, 2014:94). Classrooms with high teacher support and involvement tend to have students who enjoy learning and report a high desire for self-improvement and motivation for academic achievement. On the other hand, classrooms with high teacher control and strict rules are associated with

students who report negative feelings about school and less interest in academic achievement and self-improvement.

Finally, based on the result of Pearson Product Moment formula, it found that the correlation coefficient was 0.850. It lied on 0.80-1.000 that was classified very high correlation. The r analysis was higher than r table in critical value 5 % (0.349) and 1% (0.449) that meant H_1 was accepted and H_0 was rejected.

Based on the result above, it can be concluded that a conducive classroom climate will motivate and encourages students in teaching and learning activities. Classroom climate that are not conducive will have a negative impact on the learning process. That means students and teachers will be difficult to achieve the learning goals. Students will feel anxious, restless, bored and saturated. Yet, if the classroom climate conducive, teachers and students can achieve learning objective easily, and the learning process undertaken is fun for learners.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the previous chapters, in this chapter the researcher gives some conclusions. It also provides the suggestions for both teachers and students involved in the teaching and learning process, in term of developing level of classroom climate and students' motivation.

A. Conclusions

As the data presented in the chapter four, the researcher concluded this research as follow:

1. The students' perception about classroom climate in English class at the tenth grade students of SMK Muhammadiyah 2 Bontoala were high classification. The mean score of classroom climate 77 that classified in the level of category "Good" with the percentage there was 46.87 % students assumed that the classroom climate was very good. There was 43.75 % students claimed that classroom climate was good. From this percentage there was only 9.38% students claimed that classroom climate was fair. Thus, it can be concluded that classroom climate in the tenth grade students of SMK Muhammadiyah 2 Bontoala had good condition.
2. The students' motivation in learning English at the tenth grade students of SMK Muhammadiyah 2 Bontoala were high motivation. The mean score of students' motivation 74.78 with percentage that there were 34.38 % students had very high motivation. There were 53.12 % students had high motivation

and there were only 12.5 % students had medium motivation to learn English. There was no student who had low and very low motivation. Thus, the researcher concluded that most of students had high motivation in learning English.

3. There was significant correlation between students' perception of classroom climate and students' motivation. It was supported by the result of r analysis (0.850) was higher than r table 5 % (0.349) and 1 % (0.449). It can be concluded that that was very high correlation between classroom climate and students' motivation in English class at the tenth grade students of SMK Muhammadiyah 2 Bontoala.

B. Suggestions

1. Although the result of the research found that the level of classroom climate in the tenth grade students of SMK Muhammadiyah 2 Bontoala was good, but the researcher suggested to teachers and students to improve the condition of the class including atmosphere of learning in the classroom, interaction relationships between class citizens, physical environment, learning activities, and learning facilities so that the class more conducive and the students will more motivated to learn English.
2. The result of this research showed that most of students at the tenth grade students of SMK Muhammadiyah 2 Bontoala had high motivation, but the researcher suggested to teacher to always stimulate motivation and support students to learn English. In addition, students have to learn English in class even out of the class so that they can improve their English skill.

3. The result of the research showed that there was very high correlation between classroom climate and students' motivation. It means that the more conducive of a class, the higher students' learning motivation. Thus, the researcher suggested to teachers and students to work together in creating a conducive classroom climate so that the students are more motivated to learn English and the learning objectives can be achieved. The teacher also should give more encouragement to students besides giving or transferring knowledge. Teacher should more creative in giving lesson and using various teaching method in order the students can be more comfortable and more motivated in learning English.

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APPENDIX 1

QUESTIONNAIRE ABOUT CLASSROOM CLIMATE

Name :

Class :

Attendance number :

INSTRUCTION

1. Write your name, class, and attendance number in the upper left corner
2. Give cross (X) on the choice that suits with your situation
3. Your answer will not affect your value
4. Thank you for your willingness to fill this questionnaire

NOTE:

SA : Strongly Agree

A : Agree

U : Undecided

D : Disagree

SD : Strongly Disagree

NO	STATEMENT	OPTION
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NO	STATEMENT	OPTION				
		SA	A	U	D	SD
1	Saya senang belajar bahasa Inggris di dalam kelas karena kelas saya menyenangkan (I enjoy studying English in the classroom because my class is comfortable)					
2	Saat pembelajaran bahasa Inggris, saya berbicara atau mengobrol dengan teman (When learning English, I talk or chat with my friend)					
3	Kondisi kelas saya tenang dan nyaman tiap pelajaran bahasa Inggris berlangsung (My classroom condition is calm and comfortable every English lesson takes place)					
4	Ruang kelas saya bising saat pembelajaran bahasa Inggris berlangsung (My classroom is noisy during the English subject course)					
5	Saya menjalin hubungan yang baik dengan teman kelas					

	(I have a good relationship with my classmates)					
6	Saya acuh (tidak peduli) terhadap teman yang mengalami kesulitan (I indifferent to a friend who is having trouble)					
7	Saya mengenal anggota kelas yang lain dengan nama depan mereka (Each students knows the others members of the class by their first name)					
8	Guru bahasa Inggris saya membantu ketika siswa mengalami kesulitan dalam belajar (My English teacher helps when students have difficulty in learning)					
9	Saya sulit berkomunikasi dengan guru bahasa Inggris saya (I am difficult to communicate with my English teacher)					
10	Ruang kelas saya bersih dan rapi (My classroom is clean and tidy)					
11	Ruang kelas saya gelap karena kurang pencahayaan (My classroom is dark because it is lack of					

	lighting)					
12	Dalam pembelajaran bahasa Inggris, guru mengatur tempat duduk siswa (Tempat duduk berpindah-pindah) (In learning English, teacher sets the setting of students (moving around))					
13	Metode pembelajaran yang digunakan gurubahasa Inggris saya membosankan (Teaching methods used by my English teacher are boring)					
14	Saya bersemangat saat belajar bahasa Inggris karena gurunya menyenangkan (I passionate when learning English because the teacher is fun)					
15	Dalam pembelajaran, guru bahasa Inggris memberikan kesempatan bertanya kepada siswa (In learning process, the English teacher gives the students a chance to ask questions)					
16	Guru jarang bergerak di sekitar kelas untuk berbicara dengan siswa (Teacher seldom moves around the classroom to talk with students)					

17	Siswa jarang mempresentasikan pekerjaan mereka di kelas (Students seldom present their work to the class)					
18	Kelas saya sejuk saat belajar bahasa Inggris karena terdapat kipas angin (My classroom is cool when learning English because there is fan)					
19	Saat mengajar bahasa Inggris, Guru saya menggunakan LCD (When teaching English, my teacher used LCD)					
20	Buku pelajaran belum menunjang proses pembelajaran					

(Adapted from Winandari, 2016: 128-130)

APPENDIX 2

QUESTIONNAIRE ABOUT STUDENTS' MOTIVATION

Name :

Class :

Attendance number :

INSTRUCTION

1. Write your name, class, and attendance number in the upper left corner
2. Give cross (X) on the choice that suits with your situation
3. Your answer will not affect your value
4. Thank you for your willingness to fill this questionnaire

NOTE:

SA : Strongly Agree

A : Agree

U : Undecided

D : Disagree

SD : Strongly Disagree

NO	STATEMENTS	OPTION				
		SA	A	U	A	SD
1	Saya sangat suka belajar bahasa Inggris (I really like learning English)					
2	Jujur, saya benar-benar memiliki sedikit minat dalam kelas bahasa Inggris) (To be honest, I really have little interest in my English class)					
3	Saya merasa percaya diri ketika diminta untuk berbicara di kelas bahasa Inggris saya (I feel confident when asked to speak in my English class)					
4	Saya akan gugup jika saya harus berbicara bahasa Inggris dengan guru dan teman-teman saya (I would get nervous if I have to speak English with my teacher and friends)					
5	Belajar bahasa Inggris itu penting karena akan membuat saya lebih terdidik (Studying English is important because it will make me more educated)					
6	Tidak penting bagi kita untuk belajar bahasa Inggris					

	(It is not important for us to learn English)					
7	Saya senang menonton film berbahasa Inggris (I enjoy to watch English movie)					
8	Saya tidak gemar membaca buku-buku berbahasa Inggris (I do not like reading English books)					
9	Saya suka mendengarkan musik berbahasa Inggris (I like to listen to English music)					
10	Bahasa Inggris penting karena akan berguna dalam mendapatkan pekerjaan yang baik (English is important because it will be useful in getting a good job)					
11	Belajar bahasa Inggris bukan tujuan yang penting dalam hidup saya (Learning English is not really an important goal in my life)					
12	Guru bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik (My English teacher has a dynamic and interesting teaching style)					
13	Guru bahasa Inggris saya tidak menyajikan					

	<p>materi dengan cara yang menarik</p> <p>(My English teacher doesn't present materials in interesting way)</p>					
14	<p>Guru bahasa Inggris saya memberikan hadiah kepada siswa yang mendapatkan nilai yang bagus</p> <p>(My English teacher gives reward to students who get good grades)</p>					
15	<p>Saya malas mengikuti pembelajaran bahasa Inggris karena sikap guru bahasa Inggris saya terlalu tegas</p> <p>(I am lazy to follow the English subject, because my English teacher is too firm)</p>					
16	<p>Orang tua saya mencoba untuk membantu saya belajar bahasa Inggris</p> <p>(My parents try to help me to learn English)</p>					
17	<p>Orang tua saya tidak mendukung saya belajar bahasa Inggris)</p> <p>(My parents do not support me to learn English)</p>					
18	<p>Saya pikir kelas bahasa Inggris saya membosankan</p> <p>(I think my English class is boring)</p>					

19	<p>Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris</p> <p>(Learning English is great fun because the atmosphere in the classroom really supported me to speak English)</p>					
20	<p>Saya akan merasa tidak nyaman berbicara bahasa Inggris di kelas</p> <p>(I will feel uncomfortable speaking English in the classroom)</p>					

(Adapted from Hardianti, 2015: 60)

APPENDIX 3

THE RESULT OF CLASSROOM CLIMATE QUESTIONNAIRE AT THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 BONTOALA

Respondent	Question Number																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	3	3	5	5	5	5	2	4	5	3	4	4	5	4	4	3	5	3	82
2	3	2	4	2	4	3	1	4	3	4	4	4	3	4	4	4	2	2	4	2	63
3	3	2	3	3	1	5	5	4	3	4	4	4	1	4	4	3	4	3	3	4	67
4	2	3	3	2	4	3	3	4	2	3	4	2	2	4	2	2	2	3	2	2	54
5	4	4	5	5	5	4	4	5	3	4	5	3	4	2	5	4	3	4	4	4	81
6	4	5	5	4	4	4	4	5	5	5	4	4	5	4	4	4	4	3	4	4	85
7	4	5	4	4	5	4	3	5	5	5	4	2	5	4	5	3	4	3	5	4	83
8	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	80
9	3	2	3	2	4	3	3	4	2	3	4	2	2	4	2	2	3	3	2	2	55
10	4	4	2	2	4	5	4	5	4	2	5	2	4	4	4	4	4	4	3	5	75
11	4	2	3	2	4	2	3	4	2	2	4	2	3	4	4	2	4	3	2	3	59
12	4	4	4	3	3	5	5	5	5	5	4	5	4	5	5	5	5	3	4	4	87
13	4	4	3	3	4	4	2	5	4	4	5	2	4	5	5	4	4	3	4	5	78
14	4	4	4	4	4	5	2	4	4	4	4	2	4	4	4	4	4	2	4	2	74
15	4	4	5	4	5	5	2	5	4	4	4	2	4	5	4	4	4	4	4	4	81
16	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	79
17	3	5	4	4	5	5	5	5	3	4	5	1	5	5	5	5	5	1	5	5	85

18	4	4	3	3	4	5	4	5	5	5	4	2	3	5	5	5	3	3	4	5	81
19	4	4	4	2	4	4	4	5	4	3	4	4	4	5	5	4	3	4	5	2	78
20	4	4	3	2	5	5	3	4	3	4	5	2	3	5	5	4	5	4	5	3	78
21	4	3	4	2	4	5	3	4	4	4	4	2	3	5	5	4	5	4	5	3	77
22	5	2	5	4	5	5	5	5	4	4	5	4	5	4	4	4	4	3	3	1	81
23	4	5	4	4	4	4	3	5	4	4	4	4	5	5	4	4	4	2	4	3	80
24	5	4	5	4	4	4	4	4	5	5	4	5	4	5	4	4	4	4	4	4	86
25	5	5	4	4	5	5	3	5	4	4	4	3	5	4	4	4	4	4	4	5	85
26	5	5	4	4	5	5	3	5	4	4	4	2	5	4	5	4	4	4	5	4	85
27	1	5	4	5	4	5	5	4	2	4	5	4	2	1	1	2	2	1	2	2	61
28	5	5	4	4	4	4	3	5	4	4	4	4	5	5	4	4	4	2	4	3	81
29	5	4	4	5	5	5	4	5	5	5	5	4	5	5	5	4	3	4	4	4	90
30	4	2	4	4	5	4	4	5	4	5	5	3	5	5	4	3	4	3	5	5	83
31	4	4	4	4	5	4	4	5	1	4	4	4	4	5	4	2	2	4	4	4	76
32	5	1	4	4	5	2	4	5	4	5	4	2	4	5	4	2	2	4	4	4	74
N= 32	Total Score																				2464
	Mean Score																				77
	Category																				Good

APPENDIX 4**THE RESULT OF STUDENTS' MOTIVATION QUESTIONNAIRE AT THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 BONTOALA**

Respondent	Question Number																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	2	3	2	5	5	5	3	5	5	5	3	5	3	4	3	5	5	5	4	82
2	5	3	2	3	4	5	1	3	3	4	5	1	2	4	3	1	5	3	2	3	62
3	3	2	3	3	4	4	4	3	4	5	2	4	4	3	4	3	3	2	3	3	66
4	2	2	2	2	4	3	4	3	4	3	3	4	3	2	3	4	3	2	2	2	57
5	4	2	3	4	5	5	4	3	5	5	5	3	4	4	3	4	5	4	4	3	79
6	4	4	3	5	4	5	4	2	5	4	4	4	5	5	3	4	4	4	5	3	81
7	4	2	3	3	5	5	4	4	5	5	5	4	4	4	3	4	5	5	5	2	81
8	5	4	3	4	5	5	4	4	5	4	4	4	3	4	4	4	4	4	4	3	81
9	2	2	2	2	3	2	3	4	4	3	4	4	3	2	3	2	4	2	2	2	55
10	4	2	3	5	5	5	2	4	5	5	5	4	4	3	4	1	5	5	4	5	80
11	2	3	2	2	3	3	2	4	3	4	4	4	4	2	4	2	4	2	2	2	58
12	4	2	4	4	4	5	4	4	5	4	5	3	5	3	5	4	5	4	4	5	83
13	4	4	3	4	4	5	2	4	3	4	4	4	2	3	4	4	2	5	4	4	73
14	4	2	2	2	4	4	4	2	2	4	4	4	4	3	2	3	4	4	4	4	66
15	4	2	4	4	4	5	5	4	4	4	4	2	4	2	5	4	4	4	4	3	76
16	4	2	3	2	4	4	3	4	5	4	4	4	4	4	5	4	5	4	4	4	77
17	3	3	3	5	5	5	5	3	5	5	3	4	4	1	1	3	4	1	5	2	70

18	4	2	3	4	4	5	5	3	5	5	5	4	4	4	1	4	5	4	5	3	79
19	5	1	4	4	5	5	4	5	5	5	5	4	4	5	4	4	4	5	5	4	87
20	4	1	3	2	5	5	5	5	5	5	5	4	4	2	3	5	5	3	5	3	79
21	4	1	3	2	5	5	4	3	5	5	5	4	4	2	3	4	1	3	4	3	70
22	5	4	4	5	5	5	4	4	4	5	5	4	2	4	3	4	5	4	4	5	85
23	4	2	5	4	5	5	4	4	4	5	4	4	4	5	3	5	4	4	5	4	84
24	4	2	4	4	4	4	4	4	4	4	2	2	4	5	4	4	5	4	4	5	77
25	5	1	4	4	5	5	4	4	4	4	5	4	4	4	5	4	4	5	5	4	84
26	5	1	4	2	5	5	5	4	5	5	5	4	5	4	5	5	4	4	5	4	86
27	1	5	4	2	2	3	1	1	3	2	2	2	2	2	2	2	2	1	1	2	62
28	5	2	3	2	4	4	4	1	3	4	2	5	5	4	4	4	4	5	3	3	71
29	5	4	3	3	5	5	5	4	5	5	5	5	5	4	5	4	5	5	5	4	91
30	4	2	4	5	4	5	5	4	4	5	5	4	3	4	3	1	4	5	4	5	80
31	4	4	4	2	4	4	4	2	5	4	3	4	3	4	2	3	4	3	5	3	71
32	3	2	2	2	4	4	2	2	5	4	3	4	3	4	2	3	3	2	2	4	60
N= 32	Total Score																				2393
	Mean Score																				74.78
	Category																				High

APPENDIX 5

THE SCORE OF CLASSROOM CLIMATE AT THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 BONTOALA

Respondents	Score	Category
1	82	Very Good
2	63	Good
3	67	Good
4	54	Fair
5	81	Very Good
6	85	Very Good
7	83	Very Good
8	80	Good
9	55	Fair
10	75	Good
11	59	Fair
12	87	Very Good
13	78	Good
14	74	Good
15	81	Very Good
16	79	Good
17	85	Very Good
18	81	Very Good
19	78	Good
20	78	Good
21	77	Good
22	81	Very Good
23	80	Good
24	86	Very Good
25	85	Very Good
26	85	Very Good
27	61	Good
28	81	Very Good
29	90	Very Good
30	83	Very Good
31	76	Good
32	74	Good
Total	2464	

APPENDIX 6

THE SCORE OF STUDENTS' MOTIVATION AT THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 BONTOALA

Respondents	Score	Category
1	82	Very High
2	62	High
3	66	High
4	57	Medium
5	79	High
6	81	Very High
7	81	Very High
8	81	Very High
9	55	Medium
10	79	High
11	58	Medium
12	83	Very High
13	73	High
14	66	High
15	76	High
16	77	High
17	70	High
18	79	High
19	87	Very High
20	79	High
21	70	High
22	85	Very High
23	84	Very High
24	77	High
25	84	Very High
26	86	Very High
27	62	High
28	71	High
29	91	Very High
30	80	High
31	71	High
32	60	Medium
N = 32	2393	

APPENDIX 7**THE CORRELATION BETWEEN CLASSROOM CLIMATE AND STUDENTS' MOTIVATION AT THE TENTH GRADE STUDENTS**

Respondents	X	Y	XY	X ²	Y ²
1	82	82	6724	6724	6724
2	63	62	3906	3969	3884
3	67	66	4422	4489	4356
4	54	57	3078	2916	3249
5	81	79	6399	6561	6241
6	85	81	6885	7225	6561
7	83	81	6723	6889	6561
8	80	81	6480	6400	6561
9	55	55	3025	3025	3025
10	75	80	6000	5625	6400
11	59	58	3422	3481	3364
12	87	83	7221	7569	6889
13	78	73	5649	6084	5329
14	74	66	4884	5476	4356
15	81	76	6156	6561	5776
16	79	77	6083	6241	5929
17	85	70	5950	7225	4900
18	81	79	6399	6561	6241
19	78	87	6786	6084	7569
20	78	79	6162	6084	6241
21	77	70	5390	5929	4900
22	81	85	6885	6561	7225
23	80	84	6720	6400	7056
24	86	77	6622	7396	5929
25	85	84	7140	7225	7056
26	85	86	7310	7225	7396
27	61	62	3782	3721	3844
28	81	71	5751	6561	5041
29	90	91	8190	8100	8281
30	83	80	6640	6889	6400
31	76	71	5396	5776	5041
32	74	60	4440	5476	3600
N = 32	$\sum X =$ 2464	$\sum Y =$ 2393	$\sum XY =$ 186665	$\sum X^2 =$ 192448	$\sum Y^2 =$ 181885

APPENDIX 8

PEARSON PRODUCT MOMENT CORRELATION

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

$$r_{xy} = \frac{32.186665 - 2464.2393}{\sqrt{((32.192448 - (2464)^2) (32.181885) - (2393)^2)}}$$

$$r_{xy} = \frac{5973280 - 5896352}{\sqrt{(6158336 - 6071296) (5820320 - 5726449)}}$$

$$r_{xy} = \frac{76928}{\sqrt{(87040) (93871)}}$$

$$r_{xy} = \frac{76928}{\sqrt{8170531840}}$$

$$r_{xy} = \frac{76928}{90400}$$

$$r_{xy} = 0.850$$

APPENDIX 9

CRITICAL VALUES FOR PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT

$$\begin{aligned}df &= N - nr \\ &= 32 - 2 \\ &= 30\end{aligned}$$

<i>df</i>	Level of Significance	
	5 %	1 %
1	0.997	0.999
2	0.950	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.874
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.532	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.561
19	0.433	0.549
20	0.4223	0.537
25	0.381	0.487
30	0.349	0.449
35	0.342	0.418

40	0.304	0.393
45	0.288	0.372
50	0.273	0.354
60	0.250	0.324
70	0.232	0.301
80	0.217	0.283
90	0.205	0.267
100	0.194	0.254

(Gay in Hardianti, 2015: 77)

APPENDIX 10

DOCUMENTATION







CURRICULUM VITAE



Hikmawati was born on July 7, 1994 in Tappaang Island, Pangkep from the marriage of her parents Paladang Dg. Jaga and Saira Dg. Kanang. She is the fifth child from 7 siblings.

In 2000, she started her elementary school in SDN 5 Tappaang and she finished in 2006. Then, she continued her study in SMP Bajiminasa Makassar in 2006 until 2009. At the same time, she continued in senior high school in SMK Negeri 1 Makassar and graduated in 2012. In 2014, she accepted as a student in English Education Department at Muhammadiyah University of Makassar. At the end, she could finish her study in 2018 with the thesis title “The Correlation between Classroom Climate and Students’ Motivation in English Class at SMK Muhammadiyah 2 Bontoala”.