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STUDENTS' PERCEPTION OF CLASSROOM ENVIRONMENT OF WRITING CLASS

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**Abstract**

*The purpose of this study was to find out students' perception toward classroom environment in writing class at STKIP Abdi Pendidikan Payakumbuh. This study was carried out of descriptive research that undertaken through phenomenological approach by employing questionnaire to 24 students selected by using purposive sampling technique. The findings of this study show that the students have good perception toward classroom environment of writing class by mean score is 79.25. From the interval statistical, the mean score belongs to good classification. It can be concluded that the students perceived their classroom as having positively atmosphere which extrinsically motivated them in learning, especially in writing.*

**Key Words:** *Classroom Environment, Writing Class, Perception.*

**Abstrak**

The purpose of this study was to find out students' perception toward classroom environment in writing class at STKIP Abdi Pendidikan Payakumbuh. This study was carried out of descriptive research that undertaken through phenomenological approach by employing questionnaire to 24 students selected by using purposive sampling technique. The findings of this study show that the students have good perception toward classroom environment of writing class by mean score is 79.25. From the interval statistical, the mean score belongs to good classification. It can be concluded that the students perceived their classroom as having positively atmosphere which extrinsically motivated them in learning, especially in writing.

**Key Words:** Classroom Environment, Writing Class, Perception

**INTRODUCTION**

Writing plays an important role in process of teaching and learning English, as a Foreign Language in Indonesia. Writing, to some extents, becomes skill that difficult to learn for anyone who learns English for communication with its unique consequences. Thus, writing is considered be the most difficult one among the four skills particularly for non-Native English.

As part of language skills, writing is very important to support communication among human being. Language is not only spoken, but also written. It is a basic language skill, just as important as speaking, listening, and reading. So, writing must be taught to the students.

In learning writing, there are some factors that affect the students in developing their writing. The factors are varied, such as: the topic to write, the students' mood,

technique in writing, genres, writing instructions, classroom environment, and so forth. As one of factors, classroom environment will affect students in the nature and activities that they do, so they will follow the lessons seriously and is able to manage their behavior in writing.

This research described the students' perception on classroom environment in writing class at STKIP Abdi Pendidikan Payakumbuh.

## REVIEW OF RELATED THEORY

The concept of environment, that being applied to educational settings, refers to the atmosphere, ambience, tone, or climate that pervades the particular setting. According to research done by Fraser and Tobin (1998) about classroom environment, there are 10 areas of classroom environment research including associations between classroom environment and outcomes, evaluation of educational innovations, differences between students' and teachers' perceptions of classrooms, comparisons of actual and preferred environments, effect on classroom environment of antecedent variables (for example, gender, year, level, school type, subject), transition from primary to secondary school, school psychology, teacher education, educational productivity research, and using environment instruments to facilitate changes in classroom life.

The classroom environment is the important determinant of students learning in educational system (Fraser and Tobin, 1998). Students learn better when they perceive the classroom environment more positively, thus the study of classroom environment has become a concern to educators, researchers, administrators of school system and parents. In line with Vygotsky's related to theory of social development, the classroom environment is the culture that determines students' learning development. It means that

in class, students' learning development is taking place when interactions between students and teachers' support in classrooms, students' level of learning would be improved. In other words, classroom environment is the culture that teaches students how to think and to acquire knowledge through classroom environment.

In addition, Weimer<sup>1</sup> mention that the objectives of teaching as learner-centered is to create environments where without (or with fewer) rules and requirements, students do what they need to learn effectively, develop themselves further as learners and act in ways that support the learning efforts of others. It indicates that classroom environment needs to create activities related to learner-centered in which the students have to be the active one.

Additionally, Weiner mentions some indicator of classroom environment; personalization, involvement, students' cohesiveness, satisfaction, task orientation, innovation, and individualization.<sup>2</sup> Related to that, Chan and Fouts et al classified classroom environment in six scales.<sup>3</sup> They are involvement, affiliation, teacher support, task orientation, order and organization, and rule clarity. Involvement means the extent to which students have attentive interest in class activities and participate in discussion. Affiliation is the level of friendship students feel for one another, students are helping each other and are enjoying working together. Teacher support can be defined as the amount of help, concern, and friendship the teacher directs toward the students. Task orientation defines as the extent to which it is important to

<sup>1</sup> Weimer, Maryellen. (2002), *Learner-Centered Teaching*. San Fransisco: Jossey-Bass A Willey Company, P. 99.

<sup>2</sup> Weimer, Maryellen. (2002), *Learner-Centered Teaching*, P. 100.

<sup>3</sup> Fouts et al. (1993), *Secondary Social Education in the People's Republic China: A Quantitative Study of Classroom Environments in the Guangdong Province. Theory and Research in Social Education*.

complete activities planned and to stay on the subject matter. And rule clarity is the emphasis on establishing and following a clear set of rules and knowing what the consequences will be if they do not follow them.

**METHODOLOGY**

This study is conducted to reveal students' perception toward classroom environment in writing class. The perception needs to be presented comprehensively in order to get deep explanations of the real condition. For this reason, this study is descriptive qualitative study as the research design. According to Cresswell qualitative research<sup>4</sup> is defined as an inquiry process of understanding a social human problem, based on building a complex holistic picture, formed with words, reporting detail views of informants, and conducted in natural setting.

Since this study was descriptive research, but it was undertaken through phenomenological approach, focused on exploring students' point of view towards classroom environment in writing class. In line with Denscombe<sup>5</sup> states that "... phenomenological research generally deals with people's perceptions or meaning; attitudes and beliefs; feelings and emotion.

The participant of this research was the third year English Department students' of STKIP Abdi Pendidikan Payakumbuh registered at 2015/2016 Academic Year. There are 48 students, and the researcher only took 50% (24 students) as the participant of this research.

The source of data was closed-ended questionnaire. It has six indicators of classroom environment, they are: involvement,

affiliation, teacher support, task orientation, order and organization, and rule clarity<sup>6</sup>. They are spread into 24 questions. The students' answered the questionnaire by Likert scale which contain five alternatives of answer namely: always, usually, sometimes, seldom, never.

**Table 1:  
Indicator of Questionnaire**

Indicator	Sub-indicators	No. Item
Classroom Environment	Involvement	1,2,3,4
	Affiliation	5,6,7,8
	Teacher Support	9,10,11,12
	Task Orientation	13,14,15,16
	Order and Organization	17,18,19,20
	Rule Clarity	21,22,23,24

The data obtained were analyzed by using statistical analysis in finding total score, means and standard deviation of each item related to students' perception of classroom environment in writing class. Besides, a qualitative data analysis is several simultaneous activities that engage the attention of the researcher: collecting information from the field, sorting the information into a story or picture, and actually writing the qualitative text.<sup>7</sup> In addition, Miles and Huberman (1992: 18-20) divide qualitative data analysis into two approaches, i.e. flow analysis model and interactive analysis model. However, this research used the second approach which is appropriate with this research.<sup>8</sup>

The interactive analysis model applied in this research can be explained with some steps as follows:

<sup>4</sup> Cresswell, John W. (1994), *Research Design: Qualitative and Quantitative Approaches*. USA: Sage Publications, Inc.

<sup>5</sup> Denscombe, Martyn. (2007), *The Good Research Guide for Small-Scale Social Research Projects*. Berkshire: Open University Press. P.75.

<sup>6</sup> Fouts et al.(1993), *Secondary Social Education in the People's Republic China..*

<sup>7</sup> Cresswell, John W. (1994), *Research Design*, p. 153

<sup>8</sup> Miles, Matthew B and Huberman, Michael. (1992), *Analisis Data Kualitatif: Buku Sumber Tentang Metode-metode Bari*. Jakarta: Universitas Indonesia Press.h. 18-20.

1. Data collection  
Collecting data starts from searching model data in form of questionnaire.
2. Data Reduction  
Data reduction means summarizing data, selecting the important ones, focusing on the stated topic, and deleting unnecessary data (Sugiyono, 2006: 338). The process of data reduction in this research was started by categorizing the data based on the indicators of classroom environment.
3. Data Presentation  
In a qualitative research, data presentation might be arranged in the forms of essay, charts, flowcharts, categorization, etc. The purpose is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehend.  
In this research, the data was presented by arranging into narration from the students' perception of classroom environment in writing class.
4. Conclusion  
Withdrawing some inferences are the final step after data presentation. The initial conclusions which are supported by valid and consistent evidence make the conclusions are strongly believed to be incredible.

In finding the students' perception toward classroom environment in general, the researcher did some steps:

- a. Calculate Range  
 $R = H - L + 1$   
 $R = 108 - 44 + 1$   
 $R = 65$
- b. Calculate Class Interval  
 $K = 1 + 3.3 \text{ Log} N$   
 $K = 1 + 3.3 \text{ Log } 24$   
 $K = 1 + 3.3 (1.38)$   
 $K = 1 + 4.555$   
 $K = 5.555$   
 $K = 6$
- c. Calculate the Length of Interval Class  
 $i = R / K = 65 / 6 = 10.83 \text{ } 11$
- d. Find the Mean

**Table 2: Distribution of Interval Class Range to Find the Mean**

I	f	x	fx
99-109	6	104	624
88-98	3	93	279
77-87	5	82	410
66-76	1	71	71
55-65	7	60	420
44-54	2	49	98
Total (Σ)	24		1902

$$M = \frac{\sum fx}{N} = \frac{1902}{24} = 79.25$$

## FINDINGS AND DISCUSSION

The finding of this research described into two sub topics: first is the students' perception of classroom environment in general, and the second is the students' perception of each indicator of classroom environment.

### 1. Students' Perception toward Classroom Environment in Writing Class.

Thus, it was gotten the mean of students' perception is 79.25. Then, it was categorized based on interval class in the following table:

**Table 3 : Classification of Perception**

Interval	Classification of Perception
96 – 120	Very good
72 – 95	Good

48 – 71	Good Enough
24 – 47	Less

From the table above, the students' perception toward classroom environment can be categories into good. It means that the students have good perception.

## 2. Students' Perception of each indicator of Classroom Environment in Writing Class

The following descriptions are the students' perception of each indicator of classroom environment that divided into six sub-topics:

No	Indicator	Mean Score	Classification of Perception
a	Involvement	77.75	Good
b	Affiliation	85.50	Good
c	Teacher Support	64.50	Good enough
d	Task Orientation	76.25	Good
e	Order and Organization	73.25	Good
f	Rule Clarity	95.25	Good

From the table above, it shows that the students have good perception of involvement; it means that they feel good interest in writing activities in class and have great deal of time in doing the activities of writing in class whether with peer, group, or the lecturer. Related to students' perception, it shows that the writing class have cooperative group appears the students' positive point of view. By good perception of classroom environment can increase students' participation in doing the task given.

In affiliation, the students have good perception on it. It shows that in writing class the students' have good relationship with others. The class allows the students to join with other in doing the task to be perfectly. The students' can build good partnership and associate in writing class in order to make them more understand the task.

The third indicator is about teachers' support, the students' only have good enough perception on it. It means the teacher, in this case is called lecturer, and has to increase more attention in interaction between the students. Although the students' have good enough perception, but they feel that they still need more help from the lecturer in doing the task of writing. Thus, the lecturer needs to increase it.

Related to task orientation, the students have good perception. It can be said that the writing subject has planned and organized as well as the purpose of this subject. The students already knew what to do and how to do the task. They seemed able in doing the writing task well because of clear instruction given by the lecturer.

The fifth indicator is about order and organization. The students' have good perception on it. It shows that the students have good behavior in writing class, it gives impact of the atmosphere of this class that can make the students are quiet in doing their activities.

In the last indicator, rule clarity, the students also have good perception. It means that the writing class has been established clear set of rules that the students have to go in line with the rule. They cannot do any activities which can break the rules. If they did it, they will get punishment of it.

Overall, classroom environment is an important aspect of students' frame in reference to do the task or activities in class. Classroom environment not only develop students' ability of subject matter, but also give motivation to students in doing the task better than before.

## CONCLUSION

This study has significant practical conclusion, specifically for educators. Students' perception toward classroom environment has relationship on their achievement. Lecturer

should creates a good atmosphere of classroom environment in order to make the students more focus in doing the task given well. Therefore, the lecturer have to be more active in interaction and give contribution of students' writing task. It will be beneficial for students to complete the writing task perfectly, because it will give effect to their writing achievement. If the students have good perception on classroom environment, it can increase their motivation in studying, not only in writing class but also for other class.

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Appendix 1:

Layout of Questionnaire

Variable	Indicators	Sub-Indicators
Classroom Environment	Involvement	1. I put a lot of energy to do writing task in class
		2. I take parts in class discussion or activities related to writing task given by lecturer
		3. I present something that we have done on to the class
		4. I pay attention to what lecturer are saying
	Affiliation	5. I get to know each other really well
		6. I enjoy working together on writing task given in class
		7. We enjoy helping each other with writing homework
		8. I have much of a chance to get know each other in writing class
	Teacher-support	9. lecturers spends very little time just talking with students
		10. Lecturers take a personal interest in students
		11. The lecturer is more like a friend than an authority
		12. the lecturer goes out of his/her way to help students
	Task Orientation	13. We spend more time discussing outside student activities than class related material
		14. The lecturer takes time out from the lesson plan to talk about other things.
		15. We spend more time on discussing the

		writing material
		16. Our writing class is more a social hour than a place to learn something
Order & Organization		17. My class has been organized very well
		18. Students are almost always quiet in this class
		19. The writing tasks are clear so everyone knows what to do
Rule Clarity		20. Activities of writing are clearly and carefully planned.
		21. There is a clear set of rules for students to follow writing course.
		23. The rules in writing class seem to change a lot
		23. The lecturer explains what will happen if a student breaks a rule
		24. The lecturer makes a point of sticking to the rules he/she has made

Appendix 2:

Distribution of Students Response

No of Item	No of Students																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	4	5	4	3	3	3	3	4	4	5	4	4	3	4	5	5	5	5	4	3	3	4	4	4
2	3	2	2	2	3	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	2	2	2	3
3	4	4	3	3	2	3	3	2	4	4	4	4	4	3	3	3	3	2	3	3	3	2	3	4
4	3	3	4	4	3	3	4	2	4	4	3	4	4	4	3	3	3	2	4	2	3	3	2	3
5	5	5	5	5	4	4	4	4	4	5	5	4	4	5	4	5	4	5	5	5	4	4	4	5
6	2	2	2	2	2	3	2	2	2	2	2	1	1	1	3	2	2	2	1	3	3	3	2	2
7	5	5	5	5	3	4	4	4	5	5	5	4	4	4	4	5	5	5	3	3	4	4	5	5
8	4	4	4	3	3	4	4	3	2	2	4	4	4	4	3	3	3	2	2	4	4	4	3	3
9	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3	3	3	3	3	3	4	4	4	3
10	3	3	3	3	2	2	2	3	3	3	2	2	3	3	3	3	3	2	2	3	3	3	3	3
11	3	3	3	2	2	2	2	2	1	1	1	2	2	2	2	1	1	1	2	2	1	3	2	1
12	3	3	3	2	2	3	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3	2	3	3
13	2	2	2	2	3	3	3	3	2	2	2	2	2	2	2	2	3	3	3	3	3	2	3	2
14	4	4	4	4	4	5	5	5	5	3	4	4	3	4	4	4	4	5	5	5	3	4	4	3
15	3	3	3	4	4	4	4	3	3	3	4	3	4	3	4	4	4	4	3	3	3	4	4	4
16	3	3	3	2	2	2	3	3	2	3	2	3	3	3	2	2	2	2	3	3	3	3	3	3
17	2	2	2	2	3	3	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	3	2	3
18	2	2	2	2	3	3	3	3	2	2	2	2	2	2	2	2	2	3	2	3	2	3	2	2
19	4	4	4	4	3	3	3	4	4	4	4	4	3	3	3	5	5	5	4	4	3	4	3	4
20	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	3	4	4	4	3	3	4	4
21	5	5	5	4	4	4	4	5	5	5	4	5	5	4	4	3	3	3	4	4	5	4	5	3
22	4	4	4	4	4	3	3	3	3	3	4	3	4	3	2	2	2	4	3	3	2	3	4	4
23	5	5	5	5	4	5	4	5	5	5	4	4	4	4	4	3	3	3	5	4	4	4	3	4
24	5	5	5	5	4	4	4	4	3	3	3	3	4	4	5	4	5	4	3	4	5	5	5	4