

Chapter One

Introduction

This chapter presents some aspects related to the background of the study, statement of the problem, limitation of the problem, research questions, purpose of the study, significance of the study, and the outline of the study.

Background of the Study

Education is an important thing for the students to learn knowledge and to add information about science and technology. Students can receive education through courses, schools, and homes. Teaching and learning process, which becomes the main activities in education, should take place effectively to enable students acquire knowledge and develop skills for their future career needs. There are many factors which contribute to effectiveness of learning, and one of the important factors which need attention, namely the classroom environment. The classroom environment can affect learning outcomes and students' achievement. Puteh, Ibrahim, Adnan, Che and Mohamed (2015) stated that the classroom environment also influence students' achievement and comfort level in the classroom. It means that classroom environment is important to encourage teaching and learning process because good environment in the classroom can make students feel comfortable for studying in the classroom and comfortable classroom environment can increase their achievement.

In this research, to ensure students feel comfortable in the classroom or not, it can be identified through well equipments and facilities. According to

Wardle (2003), there are some of factors that need to be considered when planning and developing appropriate environments for students. Besides, teachers can modify the classroom, such as seating arrangements, acoustic quality, and thermal quality. Thamilselvi and Sekar (2014) stated that the classroom environment is classified into two major groups, namely physical environment and psychological environment. The physical environment has investigated some aspects such as safety factors, building factors, acoustics factors, spatial factors, visual factors, thermal factors and color factors. In contrast, psychological environment is based on the interaction between teacher and students in teaching and learning process.

This study focuses on physical classroom environment, because classroom physical environment is important in teaching and learning process from one of the factors to increase students' achievement. In addition, physical classroom environment is crucial factors to focus on seeing students' achievement that related to classroom physical environment. According to Guardino and Fullerton (2010), the physical arrangement and features of the classroom environment such as lighting, seating arrangement, and organization, can influence students' achievement.

In practical term, the teacher must be modified the seating arrangement or space management in every students in teaching and learning process, it is to enhance students' achievement. Based on my experience, it is related to the problems in classroom physical environment at EED such as the classroom is not comfortable for the students, sometimes student feel warm in the classroom that

makes students cannot concentrate, and different classroom has different seating arrangement and furnitures.

Reffering to the elaboration above, the researcher is eager to find out the correlation between classroom physical environment and students' achievement at EED UMY. It is to see whether or not the physical environment relates to students' achievement their success in their study.

Statement of the Problem

Classroom is a significant place in a school where students get knowledge, ability, and interaction with other students. There are many factors that influence students' performance in the classroom, especially in academic achievement. Mustaq and Khan (2012) stated that one of all factors that affect students' achievement is through environment. Environment is assumed to promote a reasonable level of concentration on learning activities such as discussing, reading, writing and practicing between students and teacher. There are two types of classroom environment. The first one is physical environment which has safety factors, color factors, spatial factors, visual factors, acoustics factors, and thermal factors. The second one is psychological environment which concentrates on the interaction between teacher and students in teaching and learning process.

As learning takes place in a contextual place or environment, it is likely that the environment may have relationship with all students' learning processes including their achievement. Therefore, the relationship between classroom

physical environment and students' achievements at EED UMY should be crucially done.

Limitation of the Problem

To avoid any misinterpretation of the problem, the researcher would like to limit the scope of the study. There are some factors of physical environment such as safety factors, building factors, colour factors, visual factors, thermal factors, spatial factors, and acoustics factors. This research focuses on thermal factors, spatial factors, acoustics factors, and visual factors because this research only focuses on classroom that is related to students' achievement. The researcher wants to know the correlation between classroom physical environment and students' achievement at EED UMY.

Research Questions

Based on the background of the study above, many problems arise. Some problems that can be identified are as follows:

1. How is the classroom physical environment at EED UMY?
2. How is students' achievement at EED UMY?
3. What is the correlation between classroom physical environment and students' achievement at EED UMY?

Purpose of the Study

The purpose of this study as follows:

1. To find out the classroom physical environment of EED UMY.
2. To know the level of students' achievement at EED UMY.
3. To identify the correlation between classroom physical environment and students' achievement at EED UMY.

Significance of the Study

The researcher hopes that the result of this research can give information about correlation between classroom physical environment and students' achievement. In addition, the researcher hopes this research on the correlation between classroom physical environment and students' achievement will be useful for the students, the teachers and other researchers.

For the students. It is expected that firstly the study can give insight to the students about the existence of classroom physical environment in relation to the students' achievement. Secondly, the students will understand how important classroom physical environment for their achievement.

For the teachers. The positive significance of this research is expected to be useful for the teachers. First, teachers can create a certain classroom physical environment, especially seating arrangement in the classroom. Second, teachers may take benefits of this research to enhance the effectiveness of the teaching and

learning process using classroom physical environment aspects. Third, referring to this study, teachers may understand the classroom physical environment that suits for their students. Besides, teachers more understand on the factors that affect the classroom physical environment.

For other researchers. This research can benefit for the other researchers to do further study on the correlation between classroom physical environment and students' achievement. They may conduct a research to find out some factors of classroom physical environment and make a use of this study as their reference which can be used for doing a better action research in the future.

Outline of the Study

The structure of this study consists of five chapters. Chapter one presents the background of the study, statement of the problem, limitation of the problem, research questions, purpose of the study, significance of the study for the students, teachers and the other researchers, and the hypothesis and the outline of the study. Chapter two of this research presents a review of literature which consists of classroom physical environment. The review on the classroom physical environment covers the definition of classroom, classroom environment, the classification of classroom environment, the classroom physical environment, and the classroom physical environment aspects. In addition, the literature also discusses students' achievement including the definition of achievement, factors affecting students' achievement, and the measurement of students' achievement. Chapter three focuses on methodology including research design, population and

sample, data collecting method, and analysis of data. Next, chapter four discusses findings and discussion. The findings include the result of classroom physical environment, students' achievement and the correlation between classroom physical environment and students' achievement. The discussion section includes discussion about classroom physical environment, students' achievement and the correlation between classroom physical environment and students' achievement at EED UMY. Besides, chapter five talks about conclusion and recommendation for the students, teacher, and other researchers. The last part of this research presents appendices and references.