

Chapter Four

Findings and Discussion

This chapter presents the research findings and discussions dealing with the data that had been collected during the research. The data were taken from the instruments, namely questionnaire and documents of students' grade point average scores. As mentioned in the previous chapter that in this research, the researcher would answer the research questions, which was stated in chapter one. The first research question is 'How is the classroom physical environment at EED UMY?'. The second one is 'How is students' achievement at EED UMY?'. The last research questions is 'What is the correlation between classroom physical environment and students' achievement at EED UMY?'. The discussion of the finding is also presented in this chapter.

Findings

This part presents the findings on the data of classroom physical environment, students' achievement, and the correlation between classroom physical environment and students' achievement.

Classroom physical environment at EED UMY. Students' view towards classroom physical environment at EED UMY is in fair level. it can be conclude based on the categorized of classroom physical environment into three levels as follows:

$\leq 45 - 55.33$	Poor
$55.34 - 65.67$	Fair
≥ 65.68	Good

Based on the category in table 4 above, it could be said that there are 1 student feel the classroom physical environment at EED UMY is in a poor condition, 77 students assumed that the classroom physical environment at EED UMY is in a fair condition and 54 students assumed that in the classroom physical environment at EED UMY is in a fair condition. The questionnaire of classroom physical environment could be found on appendix. It means that most students at EED UMY batch 2014 feel comfortable about classroom physical environment. The result could be seen in the table below.

Description	Frequencies (s)	Percent (%)
Poor	1	0.76%
Fair	77	58.33%
Good	54	40.91%

Apart from the table above, the result analyses of each item in questionnaire were also presented covering thermal factors, spatial factors, visual factors and acoustics factors (Qaiser, 2014).

Thermal factors. The first factor is thermal factors that refer to the ventilation and heating system is found to contribute quite distinctly to the level of

classroom noise (Dockrell and Shield, 2004). It can be seen from questionnaire item 4, 18, and 20.

Satisfaction Level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.5	1.5
	D.	22	16.7	18.2
	A	85	64.4	82.6
	SA	23	17.4	100.0
	Total	132	100.0	100.0

Based on the table analysis result from statement 4 above, on the '*The air circulation in my classroom is good enough*' it was clear that there were 23 students (17.4%) who strongly agreed (SA), 85 students (64.4%) who agreed (A), 22 students (16.7%) who disagreed (D) and 2 students (1.5%) who strongly disagreed (SD). It meant that almost students feel comfortable with the environment and can respect to each other. It indicated that 108 students feel good enough for environment in the classroom.

Satisfaction Level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.5	1.5
	D	19	14.4	15.9
	A	85	64.4	80.3
	SA	26	19.7	100.0
	Total	132	100.0	100.0

In statement 18 about *'The air temperature in my classroom makes me comfortable to study'* on table 4.4, 26 students (19.7%) strongly agreed (SA) and 85 students (64.4%) agreed (A). Besides, there are 19 students (14.4%) disagreed (D) and 2 students (1.5%) strongly disagreed (SD) with the statement above. It could be concluded that the air temperature in their classroom made students feel comfortable to study.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0.8	0.8	0.8
	D	7	5.3	5.3	6.1
	A	91	68.9	68.9	75.0
	SA	33	25.0	25.0	100.0
	Total	132	100.0	100.0	

Statement 20 about *'My classroom has appropriate facilities, such as fan which makes me comfortable'*, it could be seen that there are 33 students (25%) who strongly agreed, 91 students (68.95) who agreed, 7 students (5.3%) who disagreed and 1 students (0,8%) who strongly disagreed. It means that their classroom has appropriate facilitates such as fans which makes students feel comfortable.

Spatial factors. The second factor of the classroom physical environment in this research is spatial factors. Spatial was explained about space management

and furniture in the classroom that have great impact on behavior particularly on communication (Qaiser et al., 2014). It could be checked from questionnaire item number 1, 2, 3, 6, 7,8,13, and 14.

Table 4.6					
<i>Analysis result of statement 1</i>					
<i>My classroom environments feel comfortable and students can respect each other.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0.8	0.8	0.8
	D	22	16.7	16.7	17.4
	A	70	53.0	53.0	70.5
	SA	39	29.5	29.5	100.0
	Total	132	100.0	100.0	

Based on analysis result of statement 1 *“My classroom environment feels comfortable and students can respect to each other”*, there are 39 students (29.5%) answered strongly agreed, and 70 students (53.0%) answer agreed. Meanwhile, there are 22 students (16.7%) answering disagreed and only 1 student (0.8%) answer strongly disagreed with the statement. It means that 92 students feel the environment in their classroom is comfortable and students can respect each other.

Table 4.7					
<i>Analysis result of statement 2</i>					
<i>My classroom has appropriate seating space that makes me able to study comfortably.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	2.3	2.3	2.3
	D	52	39.4	39.4	41.7

	A	63	47.7	47.7	89.4
	SA	14	10.6	10.6	100.0
	Total	132	100.0	100.0	

From the table 4.7 above, it could be seen that the statement 2 '*My classroom has appropriate seating space that makes me able to study comfortably*' consist of 14 students (10.6%) strongly agreed (SA), 63 students (47.7%) agreed (A), 52 students (39.4%) disagreed (D) and 3 students (2.3%) strongly disagreed (SD) with the statement. It means that many students feel comfortable when their classroom has appropriate seating space arrangement.

Table 4.8					
<i>Analysis result of statement 3</i>					
<i>My classroom has appropriate furniture that makes me able to study comfortably.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.5	1.5	1.5
	D	37	28.0	28.0	29.5
	A	81	61.4	61.4	90.9
	SA	12	9.1	9.1	100.0
	Total	132	100.0	100.0	

From the statement 3 above, the statement "*My classroom has appropriate furniture that makes me able to study comfortably*" was strongly agreed (SA) by 12 students (9.1%), agreed (A) by 81 students (61.4%), disagreed (D) by 37 students (28.0%) and strongly disagreed (SD) by 2 students (1.5%). It means that the half of all students felt comfortable when their classroom has furniture.

Table 4.9					
<i>Analysis result of statement 6</i>					
<i>The seating arrangement in my classroom can help me see the teacher directly.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	16	12.1	12.1	12.1
	A	94	71.2	71.2	83.3
	SA	22	16.7	16.7	100.0
	Total	132	100,0	100,0	

From the statement '*My seating arrangement in my classroom can help me see the teacher directly*' on table 4.9, it could be seen that 22 students (16.7%) strongly agree (SA), 94 students (71.2%) agreed (A) and 16 students (12.1%) disagreed (D) with the statement. It could be concluded that the half of all students could be seen the teacher directly when their classroom has seating arrangement.

Table 4.10					
<i>Analysis result of statement 7</i>					
<i>The seating arrangement in my classroom can be moved so that the arrangement can help me interact with other friends and teacher in the classroom.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0.8	0.8	0.8
	D	7	5.3	5.3	6.1
	A	79	59.8	59.8	65.9
	SA	45	34.1	34.1	100.0
	Total	132	100.0	100.0	

The analysis result of statement 7, there are 45 students (34.1%) who strongly agreed (SA), 79 students (59.8%) who agreed (A), 7 students (5.3%) who disagreed (D) and 1 student (0.8%) who strongly disagreed (SD) with the statement 7. It means that there is 124 students felt could be interact with other friends when they are could movable seats.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0.8	0.8	0.8
	D	27	20.5	20.5	21.2
	A	89	67.4	67.4	88.6
	SA	15	11.4	11.4	100.0
	Total	132	100.0	100.0	

The statement 8 showed that there are 15 students (11.4%) who strongly agreed (SA), 89 students (67.4%) who agreed (A). Meanwhile, there are 27 students (20.5%) who disagreed (D), and 1 student (0.8%) who strongly disagreed (SD) with statement 8. It means that 104 students felt could increase their academic performance through movable seats in the classroom.

Table 4.12					
<i>Analysis result of statement 13</i>					
<i>The seating arrangement which is set in rows can help me increase my concentration in studying.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0.8	0.8	0.8
	D	30	22.7	22.7	23.5
	A	89	67.4	67.4	90.9
	SA	12	9.1	9.1	100.0
	Total	132	100.0	100.0	

From the statement 13 on table 4.12, there are 12 students (9.1%) strongly agreed (SA), 89 students (67.4%) agreed (A), 30 students (22.7%) disagreed (D) and 1 students (0.8%) strongly disagreed (SD) with the statement. It could be concluded that cluster seating arrangement could help students to improve their concentration on the lesson.

Table 4.13					
<i>Analysis result of statement 14</i>					
<i>The seating arrangement which is set in clusters can increase students' activities in learning.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	3.0	3.0	3.0
	D	42	31.8	31.8	34.8
	A	72	54.5	54.5	89.4
	SA	14	10.6	10.6	100.0
	Total	132	100.0	100.0	

From the table 4.13 above, the statement '*The seating arrangement which is set in clusters can increase students' activities in learning*' was strongly agreed

(SA) by 14 students (10.6%), agreed (A) by 72 students (54.5%), disagreed (D) by 42 students (31.8%) and strongly disagreed (SD) by 4 students (3.0%). It means that almost a half of the total students (86 students), it could doing variety a task when uses cluster seating arrangement.

Acoustics factors. Third factor related with noise level that became major of classroom organization and teaching methodologies applied during a lesson (Basit, 2005). It could be seen from questionnaire item number 9,10,11,12, and 19.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	4.5	4.5	4.5
	D	20	15.2	15.2	19.7
	A	51	38.6	38.6	58.3
	SA	55	41.7	41.7	100.0
	Total	132	100.0	100.0	

The analysis result of statement 9 about "*The noise in classroom is the biggest disruption for me*", shows that there are 55 students (41.7%) who strongly agreed (SA), 51 students (38.6%) who agreed (A), 20 students (15.2%) who disagreed (D) and 6 students (4.5%) who strongly disagreed (SD). It could be concluded that there were 106 students assume noise in the classroom is the biggest disruption for the students.

Table 4.15					
<i>Analysis result of statement 10</i>					
<i>The noise in my classroom disrupts me in understanding the lesson.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	5.3	5.3	5.3
	D	13	9.8	9.8	15.2
	A	59	44.7	44.7	59.8
	SA	53	40.2	40.2	100.0
	Total	132	100.0	100.0	

From the statement on table 4.15 , 53 students (40.2%) strongly agreed (SA), and 59 students (44.7%) agreed (A) with the statement. Furthermore, 13 students (9.8%) disagreed (D) and 7 students (5.3%) strongly disagreed (SD) with the statement. It means that 112 students feel disruption with the noise to understanding the lesson.

Table 4.16					
<i>Analysis result of statement 11</i>					
<i>The noise outside the class makes me difficult to listen and learn the material given by teacher.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	3.8	3.8	3.8
	D	29	22.0	22.0	25.8
	A	69	52.3	52.3	78.0
	SA	29	22.0	22.0	100.0
	Total	132	100.0	100.0	

The results of the statement on table 4.16 , consist of 29 students (22.0%) strongly agreed (SA) , 69 students (52.3%) agreed (A), 29 students (22.0%) disagreed (D) and 5 students (3.8%) strongly disagreed (SD). It means that the

most students feel difficult to listen and learning on the lesson by teacher when noise from outside the classroom present.

Table 4.17					
<i>Analysis result of statement 12</i>					
<i>The noise outside the classroom disrupts my concentration in following the lesson delivered by teacher.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	5.3	5.3	5.3
	D	21	15.9	15.9	21.2
	A	72	54.5	54.5	75.8
	SA	32	24.2	24.2	100.0
	Total	132	100.0	100.0	

Based on the table 4.17 above, it was clear there were 32 students (24.2%) who strongly agreed (SA), 72 students (54.5%) who agreed (A), 21 students (15.9%) who disagreed (D) and 7 students (5.3%) who strongly disagree (SD). It means that background noise could be destroying students' concentration when following the lesson by the teachers.

Table 4.18					
<i>Analysis result of statement 19</i>					
<i>The noise in my classroom makes me stress.</i>					
Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	5.3	5.3	5.3
	D	46	34.8	34.8	40.2
	A	52	39.4	39.4	79.5
	SA	27	20.5	20.5	100.0
	Total	132	100.0	100.0	

In the statement, this table showed that there were 27 students (20.5%) strongly agreed (Str.Agree), 52 students (39.4%) agreed (Agree), 46 students (34.8%) disagreed (Disagree) and 7 students (5.3%) strongly disagreed (Str.Disagree). It could be concluded that there were 79 students feel stress with the noise.

Visual factors. The last factor of classroom physical environment is visual. Visual refers to the quality of lighting in different parts of classroom (Qaiser et al., 2014). It could be seen from questionnaire item number 5, 15, 16, and 17.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	14	10.6	10.6	10.6
	A	84	63.6	63.6	74.2
	SA	34	25.8	25.8	100.0
	Total	132	100.0	100.0	

From the table 4.19 above, it could be seen that in the statement 5 there are 34 students (25.8%) said strongly agreed (SA), 84 students (63.6%) said agreed (S) and 14 students (10.6%) said disagreed (D). From those table, conclusion could be made that more than half of all respondents said that they could be seen the slide presentation clearly by the teacher.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.5	1.5	1.5
	D	12	9.1	9.1	10.6
	A	94	71.2	71.2	81.8
	SA	24	18.2	18.2	100.0
	Total	132	100.0	100.0	

Based on analysis result of statement 15, it was strongly agreed (SA) by 24 students (18.2%), agreed (A) by 94 students (71.2%), disagreed (D) by 12 students (9.1%), and strongly disagreed (SD) by 2 students (1.5%). It means that almost a half of the total students are 119 students said that their classroom has appropriate lighting.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	0.8	0.8	0.8
	D	9	6.8	6.8	7.6
	A	93	70.5	70.5	78.0
	SA	29	22.0	22.0	100.0
	Total	132	100.0	100.0	

In the statement on table 4.21 above, there were 29 students (22.0%) who strongly agreed (SA), 93 students (70.5%) who agreed (A), 9 students (6.8%) who disagreed (D) and only 1 students (0.8%) who strongly disagreed (SD) with the statement. It could be concluded that lighting could help students on reading.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	3.0	3.0	3.0
	D	35	26.5	26.5	29.5
	A	56	42.4	42.4	72.0
	SA	37	28.0	28.0	100.0
	Total	132	100.0	100.0	

From the table 4.22 above, it could be seen that the statement was strongly agreed (SA) by 37 students (28.0%), and agreed (S) by 56 students (42.4%). Meanwhile, disagreed (D) by 35 students (26.5%) and strongly disagreed (SD) by 4 students (3.0%). It means that there were 93 students said that when the classroom inappropriate lighting it could be made eyestrain for the student.

The result showed that the classroom physical environment was in fair level. The air circulation and temperature of the classroom made students feel comfortable to study in class with appropriate facilities. Additionally, students had got sufficient lighting and did not got bothered by the noise when they are studying in the classroom. The space management and furniture could serve good impact on students behavior, especially on their communication.

Students' achievement at EED UMY. The second research question in this research is how students' achievement at EED UMY is. The purpose of the research question is to measure the level of students' achievement, the researcher divided the students' achievement into three categories. The categories of students' grade point average could be seen as follows:

Scale	Description
1.43 – 2.27	Low
2.28 – 3.13	Moderate
3.14 – 4.00	High

Based on the categories of students' grade point average from the table 4.23, the data could be seen there were 5 students (3.8%) have low score grade point average, 28 students (21.2%) have moderate score grade point average, and 99 students (75.0%) have high score grade point average in first semester academic year 2014. It indicated that almost of students at EED UMY batch 2014 have a good score in grade point average. This result of the data students' score grade point average could be checked as follows:

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.43 – 2.27	5	3.8	3.8	3.8
	2.28 – 3.13	28	21.2	21.2	25.0
	3.14 – 4.00	99	75.0	75.0	100.0
	Total	132	100.0	100.0	

The result is to answer the second research question about student' achievement at EED UMY which is in moderate level.

The correlation between classroom physical environment and students' achievement at EED UMY students' batch 2014. The third research question, what the correlation between classroom physical environment and

students' achievement at EED UMY is. The purpose of this research question is to identify there is correlation or not, the research uses SPSS version 2.0 and analysis the data uses Pearson product moment correlation coefficient (r). When the values is < 0.50 , the H_1 (alternative hypothesis) is accepted. On the other hand, if the value is > 0.50 , H_0 (null hypothesis) will be received. From the analysis, the result demonstrated that the probability value was 0.04. It could be concluded that H_1 (Alternative hypothesis) was accepted and H_0 (null hypothesis) was rejected. In summary, there was correlation between classroom physical environment and students' achievement at EED UMY.

The result demonstrated that the significance correlation between independent and dependent variables was 0.250. According to Sugiyono (2008), it was brief that the correlation number lied on low criteria with the value of significance correlation was 0.250. The correlation table and correlation criteria value could be seen from table as follow

		Classroom physical environment	Grade point average scores
Classroom physical environment	Pearson Correlation	1	0.250**
	Sig. (2-tailed)		0.004
	N	132	132
Grade point average scores	Pearson Correlation	0.250**	1
	Sig. (2-tailed)	0.004	
	N	132	132

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

Table 4.26 <i>The correlation criteria value</i>	
Interval of coefficient	The Level of Correlation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

From the tables above, it could be said that the correlation between classroom physical environment and student' achievement at EED UMY is in low level criteria. The pearson correlation value in table 4.25 is 0.250 and reflected the low level correlation which have 0.20 – 0.399 range.

Discussion

This part provides discussion from the findings that have been elaborated in the previous section.

Classroom physical environment at EED UMY. The result of the research categorized of the EED UMY about classroom physical environment is fair level on table 4.27. It was because the mean of independent variable was 61.55. It could be confirmed from the table as follows:

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Classroom physical environment	132	45	76	61.55	6.291
Grade point average scores	132	1	3	2.71	.532
Valid N (listwise)	132				

$\leq 45 - 55.33$	Poor
$55.34 - 65.67$	Fair
≥ 65.68	Good

It demonstrated that the classroom physical environment at EED UMY has good enough environment for students. The followings are the discussion details of every aspect in the classroom physical environment covering thermal factors, spatial factor, acoustics factors, and visual factors.

The first factors were thermal factors that related with air temperature in the classroom. The result illustrated that 64.4 % students feel air temperature in the classroom is good enough. It is supported by Earthman (2004) who stated that rates temperature, heating and air quality as the most important individual elements for student achievement. Even, 64.4 % students feel the air temperature in their classroom makes students comfortable. After that, the data shows that 68.9 % students assume that facilities in the classroom are good enough, such as fan which makes students feel comfortable. It was in line Wardle (2003) that overly warm environment cause students to be sleepy. Puteh et al., (2015) also

stated adequate facilities such as fans can also affect teaching and learning comfort level.

Second factor that affect classroom physical environment are spatial factors that correlated with space management and furniture in the classroom. The result of data demonstrated that 53.0 % agreed that the classroom spaces are well enough for the comfort level in the classroom environment. After that, 47.7% students agreed that their classroom has appropriate seating space that made them be able to study comfortably. Next, 61.4% students' batch 2014 agreed that there were furniture made them to study comfortably. These findings are in line with Ibrahim (2015) who stated that the learning space, furniture, lighting and indoor air quality are important in creating comfortable environment for teaching and learning. The results also indicate that 71.2% students agreed that the seating arrangement in their classroom could help them see the teacher directly. It was line with Biddulph, Biddulph, and Biddulph (2006) who stated that students are seated in areas that allow them to see clearly all presentations and displays. It means that this condition to some degree is preferable by students and teachers.

A number of 59.8% students agree that the seating arrangement in their classroom can be moved so that the condition could help them interact with other friends and teacher in the classroom. It was accordance with Dodd and Mamlin (2002) who stated that he students arrange seating arrangement also can help students have a direct view of speakers. Besides, 67.4 % students agree the seating arrangement that is easily moved in their classroom could be support students' academic performance. It was line also with Webber, Marini and Abraham (2000)

who suggested movable seats will be more supportive for interaction in the classroom and may increase academic performance.

The findings indicate that 67.4% students agreed the seating arrangement which set in rows could be help students to increase their concentration in studying. This number indicates that the majority of students like the rows of seating arrangement at EED UMY. This condition is in line with Kaya and Burgess (2007) who stated that classrooms with the row seating arrangements can increase students' ability to focus on the lesson and concentrate on their work.

In addition, 54.5% students could increase their activities in learning process if the seating arrangement which set in clusters arrangement. The number is less than the agreements of arranging the seats in row. However, since the number who agreed to seating arrangement in cluster more than a half (54.5%), arranging the seats in a cluster should be taken into account. It is supported by Pattoon, Snell, Knight, and Gerken (2001) who stated that in clusters arrangement, students can work on a variety of learning tasks where the teacher works closely with individuals or groups rather than with the class as a whole.

Third factor are acoustics factors refers to major of classroom management applied during a lesson. In the classroom, 47.7% noise became the biggest disruption for students and 44.7 % students felt difficult to understanding the lesson if there is noise outside in the classroom. It was line with Stansfeld and Matheson (2003) who suggested that the evidence for effects of environmental noise on health is strongest for annoyance, and cognitive performance in adults

and children. In addition, 52.3% the noise outside the classroom made them difficult to listen and learn the material given by teacher and also 54.5% the noise outside the classroom disrupts their concentration in following the lesson delivered by teacher. Therefore, noise should be well managed. Otherwise, 44.7% to 54.5% students feel disturbed in the teaching and learning process.

Fourth factor are visual factors that related to the lighting in the classroom. There were 63.6% assumed that when their in the classroom, the students could be seen the presentation slide used by teacher clearly. It was line with Biddulph et al.,(2006) who stated that students are seated in areas that allow them to see clearly all presentations and displays. 71.2 % the lighting in their classroom is good enough, and 70.5 % the lighting in their classroom made them easier in reading. The number of 63.6 % to 71.2% agreement of the students to the lighting at EED UMY indicate that majority of students have no problem with lighting. It was related with Kaderavek and Pakulski (2002) the adequate lighting in the classroom is essential for those students who supplement analysis in speech reading.

Students' achievement at EED UMY. The result of this research throughout the findings about students' achievement at EED UMY especially students batch 2014 was in moderate level because the mean was 2.71. Based on the interval scale from table 4.30, it is categorized in moderate level. It means that big numbers of students at EED UMY did well in academic to reach their achievement. The mean of students' grade point average could be seen on table 4.29 as follows:

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Classroom physical environment	132	45	76	61.55	6.291
Grade point average scores	132	1	3	2.71	.532
Valid N (listwise)	132				

Scale	Description
1.43 – 2.27	Low
2.28 – 3.13	Moderate
3.14 – 4.00	High

Subsequently the moderate level of students' grade point average indicates that there some factors affect students' achievement at EED UMY. Sudjana (2004) mentioned that the factors may include their intellect, motivation, interest, attention and behavior in the processes of teaching and learning.

The correlation between classroom physical environment and students' achievement at EED UMY students' batch 2014. The result of this research explained that the correlation between dependent variables and independent variables had positive significant correlations although the strength of the relation seems to be at low level was 0.250 (Sugiyono,2008). It means that the total increase of better quality of classroom physical environment will be followed by 25% percent of students' achievement. This condition, however,

could not be ignored since the increase of 25 % students' achievement in their study is meaningful. The following table indicates the correlation level as follows:

		Classroom physical environment	Grade point average scores
Classroom physical environment	Pearson Correlation	1	0.250**
	Sig. (2-tailed)		0.004
	N	132	132
Grade point average scores	Pearson Correlation	0.250**	1
	Sig. (2-tailed)	0.004	
	N	132	132

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

Interval of coefficient	The Level of Correlation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The result showed that positive significant correlation between classroom physical environment and students' achievement and the correlation criteria was low level, is in accordance with the idea of Trussel (2008). According to Trussell (2008), classroom physical environment could relate to learning process in term of

changing patterns between teacher and students interactions, and reducing distractions. Furthermore, Guardino and Antia (2012) also said that in the classroom physical environment, the teachers could make eye contact between them and students and make interaction by moving around control their students. The activities conducted by teachers in a supporting classroom physical environment can raise the students' attention, motivation, interest, and behavior that can associated with students' achievement. In this respect, classroom physical environment then correlate to students' achievement. It is supported by Jennings and Greenberg (2009) who stated that classroom is the place that is powerful for interaction with other people and classroom has relations to for students' achievement.