STUDENTS' PERCEPTION OF CLASSROOM PHYSICAL ENVIRONMENT IN LEARNING ENGLISH AT SMPN 23 SOLOK SELATAN

Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed.) in English Language Education

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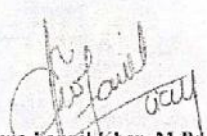**2023**

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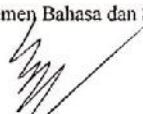
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ABSTRACT

In teaching and learning activities, the learning environment is very important. It helps in the delivery of educational activities. Especially when teaching English. Students who study English must stay focused because it is a foreign language for Indonesians. The purpose of this study was to determine students' perceptions of the physical environment in the classroom. The subjects in this study were students of SMPN 23 Solok Selatan. The object in this study is the student's perception of various indicators. This research method is descriptive quantitative. Data collection techniques using questionnaires. The results of this study are found in five indicators, namely: the first indicator of indoor air quality obtained a positive score of 3.12. The level of reach of the respondents is 77.98%, the second indicator of lighting obtained a positive score of 3.12. The level of reach of the respondents is 78.17%, the three acoustic indicators obtained a positive score of 3.08. The level of reach of the respondents is 77.14%, the four indicators of building age and quality obtained a positive score of 3.09. The level of reach of the respondents is 77.3%, the five class size indicators obtained a positive score of 3.08. The level of reach of respondents is 76.42%. That is, students perceive positive perceptions about the state of the physical environment in their class. The physical environment of the class is very important, to support students in learning and teachers in teaching, there must be adequate facilities. Especially in English teaching and learning subjects, considering that English is a foreign language.

Keywords: Classroom environment, Perception, Learning English

ABSTRAK

Dalam kegiatan belajar mengajar, lingkungan belajar sangatlah penting. Ini membantu dalam penyampaian kegiatan pendidikan. Khususnya ketika mengajar bahasa Inggris. Siswa yang belajar bahasa Inggris harus tetap fokus karena merupakan bahasa asing bagi orang Indonesia. Tujuan penelitian ini adalah untuk mengetahui persepsi siswa terhadap lingkungan fisik kelas. Subyek dalam penelitian ini adalah siswa SMPN 23 Solok Selatan. Objek dalam penelitian ini adalah persepsi siswa dari berbagai indikator. Metode penelitian ini adalah kuantitatif deskriptif. Teknik pengumpulan data menggunakan kusioner. Hasil penelitian ini terdapat pada lima indikator yaitu: indikator pertama kualitas udara dalam ruangan diperoleh skor positif 3,12. Tingkat pencapaian responden sebesar 77,98%, indikator kedua pencahayaan memperoleh skor positif sebesar 3,12. Tingkat pencapaian responden sebesar 78,17%, ketiga indikator akustik memperoleh skor positif sebesar 3,08. Tingkat pencapaian responden sebesar 77,14%, keempat indikator usia bangunan dan kualitas memperoleh skor positif sebesar 3,09. Tingkat pencapaian responden sebesar 77,3%, kelima indikator ukuran kelas memperoleh skor positif sebesar 3,08. Tingkat pencapaian responden sebesar 76,42%. Artinya, siswa mempersepsikan persepsi positif tentang keadaan lingkungan fisik di kelasnya. Lingkungan fisik kelas sangatlah penting, untuk mendukung siswa dalam belajar dan guru dalam mengajar, harus ada fasilitas yang memadai. Terutama dalam mata pelajaran pengajaran dan pembelajaran bahasa Inggris, mengingat bahasa Inggris merupakan bahasa asing.

Kata kunci: Lingkungan kelas, Persepsi, Learning English

ACKNOWLEDGEMENTS

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CHAPTER I
INTRODUCTION

A. Background of the Problem

The classroom was understudies secure knowledge. Furthermore, it could be an area where understudies characterize what they need to do or how they see their future. They create and procure knowledge within the classroom. Maintaining focus and attention requires pupils to feel at ease in the classroom. Students require a comfortable setting in the classroom to learn. Therefore, it is necessary to manage the classroom.

The most significant impact on students' learning comes from classroom management (Cumming, 2000). Teachers must take certain steps to control and planning of the classroom. It offers some benefits to teachers as well as students. From the perspective of the students, excellent classroom management allows them to interact socially while learning engaging material (Lang, R.H. and Hebert, 1995). From the perspective of the teacher, however, effective classroom management calls for proactive punishment and engaging lesson plans. Positive learning environments help kids develop their creativity and help teachers to teach. They also help students stay together as they work hard, succeed, and mature. However, it can be acquired in a supportive learning environment.

In teaching and learning activities, the learning environment is crucial. It aids in the delivery of educational activities In particular when teaching English. Students who study English must maintain their focus because it is a foreign language to Indonesians. That is why students require a proper learning environment. In educational settings, the term "environment" refers to the specific setting's mood, ambiance, tone, or temperature. There are five categories for the features of learning environments (Schubert, 1986).

They are (1) Psychosocial, such as the school's culture and atmosphere; (2) Material, such as the curriculum and teaching aids; (3) Interpersonal, how students and teachers interact with one another; (4) Institutional, how the school's authorities run the school; and (5) Physical, such as the arrangement of the tables, desks, and chairs. These qualities solely pay attention to environmental elements that may affect teaching-learning activities. Each of the aforementioned components was interrelated. If one of them is absent, teaching and learning activities will be impacted by the learning environment. However, the researcher's exclusive attention in this study is on the physical trait.

There are two factors influence the physical environment. The physical components come first. It refers to the room's actual physical features, such as wall artwork, the placement of desks and other furniture, lighting, chairs, whiteboards, and other amenities. The second category is non-physical or intangible factors,

which include things like the atmosphere in the room, the regulations, the sounds, etc. Because it is linked to a positive learning environment in the classroom, the physical environment has a greater influence on the learning environment. Because the classroom is well-equipped, it also facilitates a seamless learning process for both teachers and pupils.

Teachers that strategically employ these components enable pupils to engage in the learning process with enthusiasm (Faulk, Janet Evanshen, 2013). A well-equipped and organized classroom will provide a positive learning atmosphere. Looked at a few categories that aid in-class learning (Schneider, 2002). He gathered information from several studies and eventually summarized it. He concluded that there are six criteria, including (1) Indoor air quality, ventilation, and thermal comfort, that have an impact on student's academic achievements. It includes the room's air circle.

The classroom needs to have excellent airflow. Students should have access to an air conditioner or a fan so they won't feel uncomfortable while being taught and learning. Here, ventilation is also necessary. This seeks to maintain the room's temperature between 20 and 23 °C, which is considered optimal. The amount of humidity in the space also impacts whether it is optimal; (2) When we talk about lighting, we're referring to the quantity of exposure inside the classroom. Where the light originates from is irrelevant. It might come from the lamp in the room or

from the sun. (3) Acoustics, often known as sound or in this case, noise, is another factor that is taken into account in this category. both inside and outside of the classroom noise. These two are essential for effective teaching-learning activities, as are (4) the age, caliber, and aesthetics of the building.

The three appear unimportant. However, more recent school infrastructure benefits children in numerous ways. Additionally, it related to the first and second-place categories. The study discovered a link between students' performance levels and improved amenities. He also discovered that the restoration process decreased pupils' academic performance; (5) School size. According to Schneider, this category must be included. All of the students that attend the school should be accommodated. He made a particular emphasis on the small school's (6) class size. It is crucial to consider the size of the class. The number of students in a class will influence how many teachers are required, as well as how much each student will pay for their education. Once more, experts prefer small classes in this section. The parameters for a good learning environment include all of the aforementioned categories. He claimed that the aforementioned areas serve as the cornerstone for pupils' academic performance. The researcher will utilize all of the aforementioned categories as his or her standards for a successful learning environment.

Schools today have excellent facilities. Based on the educating practice of the researchers there, for educating and learning exercises, classrooms are not

prepared with various learning devices to encourage understudies in learning. Each classroom does not have window curtains and fans. The chairs and tables are comfortable and sufficient for understudies to move around and socialize with each other. This affects teaching and learning activities in the classroom. Understudies at SMPN 23 Solok Selatan may have their perceptions of the physical environment of the classroom.

Researchers have made observations at SMPN 23 Solok Selatan when researchers did teaching practice there. Based on the experience of teaching researchers there, the classrooms at SMPN 23 Solok Selatan do not meet the criteria for a good learning environment according to Schneider as mentioned above. Because the facilities that students get from these schools are not like other schools in general. Each classroom does not have window curtains, fans, and lights. The classroom feels stuffy and hot because there is no fan.

However, the ones who know best in the classroom are the students themselves, whether they like or dislike school facilities. Therefore, the researcher wanted to know more about the students' views on their classes.

Based on the explanation above, the researcher wanted to know the students' perceptions of the classroom physical environment at SMPN 23 Solok Selatan,

because the physical environment of the class is one of the reasons why students feel comfortable while studying.

B. Identification of the Problems

Based on the background of the problem above, can identify problems faced by students in learning, including that. There are still some students have not focused on the following learning, and research on students' perception of the classroom physical environment in learning English at SMPN 23 Solok Selatan has never been done.

C. Limitation of the Problems

It is very important to have boundaries so that the research is clear and that the issues discussed are more focused and efficient. The scope of the problem in this study is centered on how students' perception of the classroom physical environment in learning English at SMPN 23 Solok Selatan.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of this research can be formulated as follows: "what is students' perception of the classroom physical environment?"

E. Research Question

Based on the formulation of the problem above, the research question is as follows:

1. What is students' perception of the classroom physical environment?

F. Purpose of the Research

Based on the problems above, the purpose of this study was to determine students' perceptions of the physical classroom environment in learning English at SMPN 23 Solok Selatan.

G. Significance of the Research

a. For Understudies

The students will be aware of how physical classroom settings affect teaching and learning in their classrooms.

b. For Teachers

The teacher will be aware of and comprehend the impact that having a good physical environment has on the teaching and learning process inside the classroom.

c. The School's Authority

The school's authority will be knowledgeable about how to construct schools with favorable learning environments and provide assistance to pupils in their academic endeavors.

    d. Future Researchers

This research will be useful for anyone who wants to research the physical environment of the classroom.

H. Definition of the Key Term

    a. Perception

a person's view of something is based on the five senses, encounters, and information that has been obtained so that he deliberately knows and gets the surrounding environment.

    b. Classroom physical environment

The term "physical environment of the classroom" refers to the physical features of the space, including any classroom furnishings, where teachers and students are the major occupants.

CHAPTER II
REVIEW OF LITERATURE

A. Review of Related Theories

    a. Perception

Etymologically, perception or in English perception comes from the Latin perceptio, from percipere, which means to receive or take. Perception is the experience of objects, events or relationships that are obtained by inferring information and hiding messages. Perception is giving meaning to sensory stimuli (Jalaluddin Rakhmat, 2011).

Perception is the process of understanding or giving meaning to an information on a stimulus. Stimulus is obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain (Sumanto, 2014). The term perception is usually used to express the experience of an object or an event that is experienced.

This perception is defined as a process that combines and organizes our sensory data (sensing) to be developed in such a way that we can be aware of our surroundings, including being aware of ourselves (Abdul Rahman Shaleh, 2004). Perception takes place when a person receives a stimulus from the outside world which is captured by the auxiliary organs which then enters the brain. There is a