



## Analyzing Classroom Atmosphere on the Effectiveness of English Learning

<sup>1</sup>Santiara\*, <sup>2</sup>Razali Abdullah

<sup>1,2</sup>English Education Department, The University of Serambi Mekkah, Banda Aceh, Indonesia

Email: [santiara782@gmail.com](mailto:santiara782@gmail.com)

---

### Abstract

*This research was carried out to see factors that affect the classroom atmosphere on the effectiveness of English learning. It was done to investigate whether the noise, teacher factors, and classroom facilities had any effects on the effectiveness of learning English at SMP N 13 Banda Aceh. The method used in this research is a qualitative method, which is a descriptive qualitative design. Then the respondents in this study were grade 9 students at SMP N 13 Banda Aceh. The instrument used in this study was a questionnaire, it was distributed to students in order to determine the effect of the classroom atmosphere on the effectiveness of learning English. The data analysis technique used in this study is calculating the percentage. The result shows that from the 3 factors, they are the noise factor of 50%, then the teachers effect is 45%, and 33% facilities affect the effectiveness of learning English in SMP N 13 Banda Aceh.*

**Keywords:** Classroom Atmosphere; Effectiveness; English Learning

---

## A. Introduction

Class atmosphere is a situation that occurs in the classroom during the learning process. A good classroom atmosphere will certainly attract students to follow the learning flow. If the learning process goes well, the quality of education in an institution will also be good. In order to improve education itself, there are small things that may not be realized and are important for the process of improving students' achievement, that small thing is class. Class comfort is not only seen from the shape of the classroom building, but also the attitudes and behaviors of teachers and students in the class. The classroom is a second home for students in learning. In teaching and learning activities, the classroom atmosphere is very important so that students can learn optimally and focus on the material presented, a good atmosphere is that students and teachers work together in the learning process. According to Rukhamah (2016), the classroom is an influential place in education to increase students' motivation to learn. The class is a place for interaction between teachers and students. Therefore, it is mentioned that the class is very influential in education.

Classrooms also consist of students with different backgrounds, characters, personalities, and behaviors. Therefore, many factors need to be considered in creating a quality classroom atmosphere that functions to improve students' achievement, one of which is a classroom environment that is structured in such a way as to motivate students' learning and to encourage the learning process. According to Haryanto (2001), proper spatial arrangement can create a reasonable atmosphere, without pressure, and can support students to learn effectively.

In this study, the researcher examined the factors that affect the classroom atmosphere on the effectiveness of English learning. There have been previous studies examining the effects of the classroom atmosphere. According to Muhtadi (2005), the learning process is a process of learning interaction between teachers and students and between students and other students. The success or failure of a learning process is influenced by many factors, including factors from the teachers themselves, students, supporting facilities, and the atmosphere of the learning interaction process.

Another study by Karmila (2017) revealed the results of classroom management implementation in learning. According to Karmila (2017), the

lack of cooperation between students themselves and the lack of cooperation between students and teachers, as well as the lack of facilities such as computers, books, LCD, as well as speakers, and practice rooms affect the effectiveness of learning.

A study by Purwati (2011) confirmed that the classroom atmosphere can affect the effectiveness of learning. The smoothness and effectiveness of a learning process cannot be achieved optimally, if the atmosphere in a learning process is not conducive. In this case, good classroom management skills are needed. However, no research has ever been conducted about the factors that affect the classroom atmosphere on the effectiveness of learning English at SMP N 13 Banda Aceh. What was found in previous research is the effect of classroom atmosphere on learning effectiveness by describing the factors that cause an ineffective classroom atmosphere during the teaching and learning process, then the influence of classroom management. Based on the background of the problem above, the researcher is interested in conducting research on the factors that affect the class atmosphere on the effectiveness of English learning, particularly to find out what are the factors that cause the learning atmosphere to be ineffective in the process of learning English at SMP N 13 Banda Aceh. Therefore, the aim of this study is to find out factors causing an ineffective classroom atmosphere.

Based on the background elaborated above, the problems is what are the factors that cause an ineffective classroom atmosphere in learning English at SMP N 13 Banda Aceh?

## **B. Method**

In this study, the researcher used descriptive qualitative research. According to Prastowo (2011), qualitative descriptive method is a method used to examine a social group, object, cell, system of thought, and current events. The design applied in this study is a qualitative descriptive design. According to Sugiyono (2015), a quantitative descriptive approach is research based on the philosophy of positivism which aims to examine a particular population or sample by taking random samples and collecting data using instruments, data analysis is statistical. By using this method, the researcher took a random sample and then collect data using a questionnaire.

According to Nawawi (2012), population is the entire object of research which can consist of humans, objects, animals, plants, symptoms,

or test scores. The population is the number of people who influence the research. Meanwhile the population in this study was the students of the 9 grade at SMP N 13 Banda Aceh.

Sample, according to Sugiyono (2013), is part of the number and characteristics possessed by the population. The sample used in this research was the grade 9 students, where the grade 9 consists of six classes. The sample that were taken consisted of 5 students from 6 class, the students were taken randomly from each class in grade 9, the total sample were 30 students. The students in grade 9-1, grade 9-2, grade 9-3, grade 9-4, grade 9-5, and grade 9-6 at SMP N 13 Banda Aceh. Each class consists of 27 to 29 students.

The instrument used in this study was a questionnaire. According to Sugiyono (2013), a questionnaire is a technique of assessing data that is done by giving questions or statements to respondents and then answering them. These questions are used to see factors of classroom atmosphere that affects the effectiveness of learning English.

Based on the instruments used above, the researcher adopted questions from previous research by Widyawati (2012), and modified them to fit the context to be analyzed by the researcher. The questionnaire must be responded by students by choosing yes, little effect, to no. The questionnaire consisted of questions based on 3 factors including the noise factor, the influence of the teacher, and the facilities.

In the previous discussion, it has been explained that the method used in this study is descriptive quantitative research that intends to describe the data obtained and found in the field (SMP N 13 Banda Aceh). After collecting the data, the researcher took the next step in the form of analyzing the data. Data analysis method the theory used in this research is Creswell's (2009) theory, by taking the following steps:

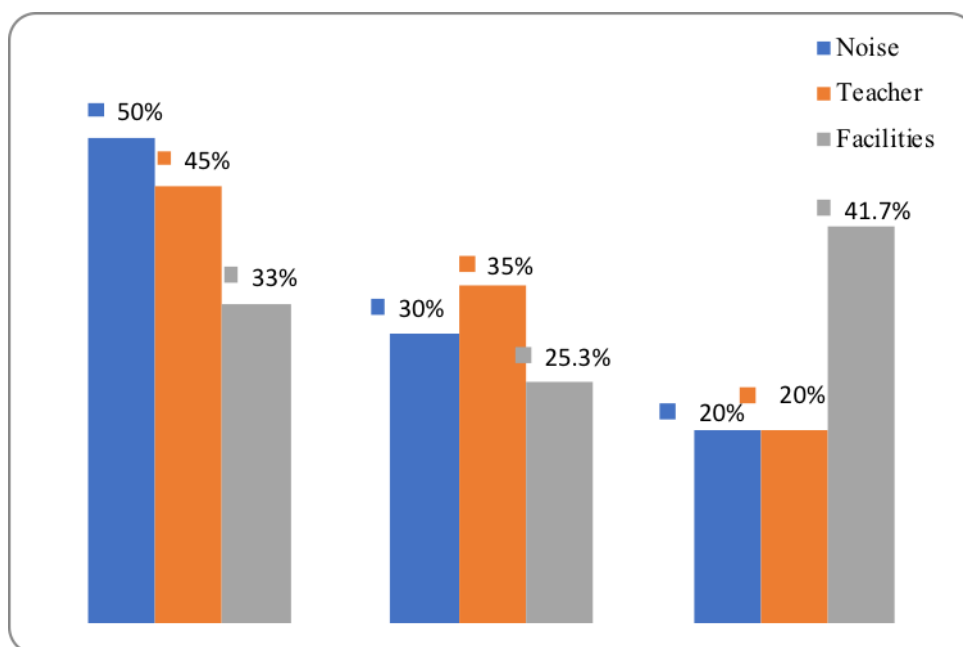
- a. Prepare data for analysis in the form of questionnaire results that have been answered by respondents during the research.
- b. Understanding and then describing the research results, this step is to answer research problems number one and two.
- c. Researchers classify the data that has been percentage based on the answers of each respondent.

And to get the description results, in this study the researcher used the descriptive research formula presented by Sudijono (2011), it is the percentage formula to analyze the data.

$$N = \frac{\text{Total responden (n)}}{\text{Total question}} \times 100\%$$

### C. Research Findings

The overall data obtained is as follows. The following graph explains the results of research about factors that affect the class atmosphere on the effectiveness of English learning.



**Figure 1.** Factors influencing the classroom atmosphere.

Based on the graph above, it has been proven that during the teaching and learning process of English in the room, the classroom atmosphere affects the effectiveness of learning. Where the factors that influence the classroom atmosphere were 3 factors, namely the noise, the teacher factor, and the facilities factor, wherein this study the noise factor that gets the most influential percentage is 50%, then there are 30% answers which state that noise has little effect in terms of the effectiveness of learning English. Then the fact that the teacher also received a response that was not much different, which is 45% answered that the class atmosphere had an effect on the effectiveness of learning English, and then it fell to 35% of respondents who answered that the teacher factor had a little effect on the effectiveness of learning English. And the last one is the facility factor, there were 33% who answered yes

and then decreased to 20% of respondents who answered that facilities factor had little effect. However, 41.7% of respondents answered that the class atmosphere based on the facility factor had no effect on the effectiveness of learning English.

**Tabel 1.** Factors by noise

	Yes	Little Effect	No
Noise out side class	30%	43.3%	26.7%
Noise in side the class	70%	16.7%	13.3%
Total	50%	30%	20%

Based on the questionnaire that was answered by the respondents with the noise factor, more students stated that the class atmosphere was very influential by noise. The highest response was 70% who claimed that noise in class was very influential.

**Tabel 2.** Teacher's factor

	Yes	Little Effect	No
Teacher's effect	60%	26.7%	13.3%
Teachers method	30%	43.3%	26.7%
Total	45%	35%	20%

The table above illustrates that the classroom atmosphere based on the teacher's factor did have an effect on the learning process in the classroom, namely 60%.

**Tabel 3.** Factors by facilities

	Yes	Little Effect	No
-Windows and lightening	36.7%	20%	43.3%
-Place arrangement	40%	13.3%	46.7%
-Size of the classroom	33.3%	33.3%	36.7%
-Lack of learning media	40%	30%	33.3%
-Color of the class wall	16.7%	30%	56.7%
-Size of table and chair	20%	30%	53.5%

-Projector/ LCD	30%	26.7%	46.7%
-Room ventilation	40%	26.7%	33.3%
-Completeness of facilities	50%	6.7%	43.3%

The table above explains about the facility factor in which average students think there is no big effect on the facilities because the percentage shows more students who think that the facilities have no effect, except for some items that students think have an effect, including place arrangement, lack of learning media, and completeness of the facilities with the percentage reaches 40% - 50%.

#### **D. Discussion**

Based on the findings of this research, it was found that the students in grade 9 of SMP N 13 Banda Aceh believed that the classroom atmosphere greatly influenced the effectiveness of student learning. Excessive noise can make students hard or fail to concentrate. This makes students unresponsive to the material explained by the teacher in the classroom especially when learning English. In this study, there were 50% of students who answered that noise was the highest factor that influences the class atmosphere. This is similar to the previous studies by Purwati (2011) who claims that the class atmosphere also affected students' learning effectiveness at SMAN 7 Malang. Likewise, with the teacher factor because the teacher's role is very important for students and for the formation of an effective teaching and learning process, the teacher must teach and manage the class where in this study there were 45% of students who answered that the teacher factor greatly influenced the class atmosphere. The statement is also the same as previous research conducted at SMAN 7 Malang, there were 53% of students answered that the classroom atmosphere greatly influenced the effectiveness of language learning. However, in contrast to the facility factor, previous research stated that the facility factor greatly influences the effectiveness of language learning that has been carried out at SMAN 7 Malang, and in the research conducted by the current researcher, the facility factor does not really affect the effectiveness of learning English at SMP N 13 Banda Aceh in which the result reached 33%.

#### **E. Conclusion**

It can be concluded that factors that affect the classroom atmosphere affects the effectiveness of learning, especially the effectiveness of learning English. The bad classroom atmosphere is the state of being noisy, the inappropriate way the teacher teaches and manages the class, as well as inadequate learning facilities causing uncomfortable class atmosphere and failure to achieve an effective classroom atmosphere that is desired. In this study, the results obtained by researchers were based on several factors including noise, teacher factors, meanwhile the facilities factor did not significantly influence the effectiveness of student learning at SMP N 13 Banda Aceh. More studies are expected to explore in other school level.

## References

- Creswell, J. W. (2009). *Research design: Qualitative and mixed methods approaches*. London and Thousand Oaks: Sage Publications.
- Haryanto, H. (2001). Penciptaan iklim belajar yang kondusif di SD melalui penataan lingkungan kelas [Creating a conducive learning climate in the elementary school through structuring the classroom environment]. *Dinamika Pendidikan*, 8(2), 73-82.
- Karmila, A. (2017). *Implementasi manajemen kelas dalam proses pembelajaran PAI di SMPN 18 Bandar Lampung [Implementing classroom management in the process of learning PAI in SMPN 18 Bandar Lampung]*. Doctoral dissertation, UIN Raden Intan Lampung- Bandar Lampung.
- Muhtadi, A. (2005). Menciptakan iklim kelas (classroom climate) yang kondusif dan berkualitas dalam proses pembelajaran [Creating a conducive and qualified classroom climate in the learning process]. *Majalah Ilmiah Pembelajaran*, 2, 1-10
- Nawawi, H. (2012). *Metode penelitian bidang sosial [Social research method]*, 13<sup>th</sup> ed. Yogyakarta: Gadjah Mada University Press.
- Prastowo, A. (2011). *Metode penelitian kualitatif dalam perspektif rancangan penelitian [Qualitative research method in the research design perspective]*. Jogjakarta: Ar-ruzz media.
- Purwati, R. (2012). *Pengaruh suasana kelas terhadap efektivitas pembelajaran bahasa Jerman siswa kelas XI IPS 4 SMA Negeri 7 Malang [The influence of classroom atmosphere on the effectiveness of learning Germany of students at class XI IPS 4*



- SMA Negeri 7 Malang]. Doctoral dissertation, Universitas Negeri Malang- Malang.
- Rukhamah. (2016). *Implementasi manajemen kelas untuk mengefektifkan belajar siswa kelas VII C SMP Negeri 10 Purworejo Jawa Tengah [The implementation of classroom management to make effective learning of students grade VII C in SMP Negeri 10 Purworejo Jawa Tengah]*. Universitas Islam Negeri Sunan Kalijaga- Yogyakarta.
- Sudijono. (2011). *Pengantar statistik pendidikan [The Introductory to Statistical Education]*. Rajawali Press.
- Sugiyono. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D [Educational research method with quantitative, qualitative, and R&D approach]*. Bandung. Alfabeta.
- Sugiyono. (2015). *Metode penelitian kombinasi (mix methods) [Mix method approach]*. Alfabeta.
- Widyawati, I. (2012). *Analisis kesulitan belajar siswa pada mata pelajaran Bahasa Inggris kelas VII di SMP N 1 Sawahan Madiun semester genap tahun ajaran 2010-2011 [Analysis of students' learning difficulties of English lesson at class VII in SMP N 1 Sawahan Madiun at even semester year 2010-2011]*. Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sebelas Maret- Bandar Lampung.