

**THE CORRELATION BETWEEN CLASSROOM ENVIRONMENT,
LANGUAGE ANXIETY, AND GRADE NINE STUDENTS'
ENGLISH ACHIEVEMENTS**

A THESIS

In Partial Fulfillment of the Requirements for
Sarjana Pendidikan Degree



Written By:

Theresia Dian Kumala

1213010082

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA**

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APPROVAL SHEET

(1)

This thesis entitled **"THE CORRELATION BETWEEN CLASSROOM ENVIRONMENT, LANGUAGE ANXIETY, AND GRADE NINE STUDENTS' ENGLISH ACHIEVEMENTS"** which is written and submitted by Theresia Dian Kumala (1213010082) has been approved and accepted as partial fulfillment of the requirements for the *Sarjana Pendidikan* Degree by the following advisor:



Prof. Dr. Agustinus Ngadiman, M.Pd

Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the committee on oral examination with the grade of _____ July 7th, 2015.



Dr. B. Budiyono, M.Pd.

Chairperson



Dr. Ruruh Mindari, M. Pd.

Secretary



Prof. Dr. Agastinus Ngadiman, M.Pd.

Member



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Nama : Theresia Dian Kumala
Nomor Pokok : 1213010082
Program Studi Pendidikan : Pendidikan Bahasa Inggris
Jurusan : Jurusan Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Tanggal Lulus : 7 Juli 2015

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Theresia Dian Kumala
1212010082

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ABSTRACT

Kumala, Theresia Dian. 2015. *The Correlation between Classroom Environment, Language Anxiety, and Grade Nine Students' English Achievements*. Bachelor Thesis. English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya.

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Key words: correlation, classroom environment, language anxiety, achievement, learning English

Two factors to learn English language as the students' foundation to learn English well that have to be considered are classroom environment and language anxiety. Realizing that two factors are important, the writer decides to conduct a study entitled "The Correlation between Classroom Environment, Language Anxiety, and Grade Nine Students' English Achievements" to see whether the classroom environment, language anxiety, and achievements really correlate each other in successful learning process. The aim of the result of this study is to give some contribution to the teaching of English to fulfill the students' needs as well.

The subjects of this study were 100 grade nine students of a Private Catholic Junior High School in Surabaya, of the school year 2013-2014. The study used 2 questionnaires which were adapted from What is Happening in This Class Scale (WIHICS) and Foreign Language Classroom Anxiety Scale (FLCAS). Classroom environment and language anxiety were elicited through questionnaires using Likert Scale, which was administered to all students. Students' achievements were elicited using mid-term test scores. For calculating the correlation between the variables, the writer used Multiple Correlation and Pearson Product Moment Correlation. To help the researcher calculate the correlation, the researcher used SPSS (Statistical Packages for the Social Sciences) version 21.

This study found that there is a significant correlation between classroom environment, language anxiety, and grade nine students' English achievements all together. The multiple correlation coefficient (R) of classroom environment, language anxiety, and grade nine students' English achievements all together is 0.609 with $R^2 = 0.371$. The second result showed that there is positive significant correlation between classroom environment and grade nine students' English achievements. The

calculation of the coefficient correlation resulted in 0.427. The third result showed that there is negative significant correlation between language anxiety and grade nine students' English achievements. The calculation of the coefficient correlation resulted in -0.519. The fourth result showed that there is negative significant correlation between classroom environment and language anxiety. The calculation of the coefficient correlation resulted in -0.223.

The results of the study are that the higher classroom environment and the lower language anxiety are, the higher achievement will be. On the contrary, the lower classroom environment and the higher language anxiety are, the lower achievement will be. Furthermore, the study concludes that the student who is in more positive classroom environment and lower language anxiety will possibly achieve better in English. Finally, it is suggested for teachers to manage the classroom environment and consider the language anxiety of the students in improving students' achievements in learning English.