

Chapter One

Introduction

In this introductory chapter, the researcher discusses information about the things in the research. The first is background of the research. The second is identification of the problems. The third is delimitation of the problem. The fourth is research questions. The fifth is objectives of the study. The fifth is significance of the research and the last part is organization of the research.

Background of the research

An effective classroom's physical environment allows students to acquire learning and develop skills for a better future it also enables students to learn well. According to Suleman and Hussain (2014), the classroom's physical environment is an environment that refers to a combination of physical characteristics of the room such as lighting in the classroom, room temperature, ventilation system, size of classrooms, classroom furniture, and technology. An effective classroom's physical environment is one of the contributions for students to receive good learning. A conducive learning environment that is appropriate and complete with the needs of teachers and students can improve students' learning outcomes (Puteh et al., 2015).

The influence of the classroom's physical environment can play a serious role in supporting the success of each student's learning process. According to research by Kausar (2019), an effective classroom's physical environment consists of strategies, methods, and steps in providing good quality facilities for the convenience of students in the learning process; and adequate classroom's physical

environment components contain seating position, furniture layout, spatial density, student privacy, noise and acoustics, climate and temperature, and window layout.

There are supporting factors in conducive classroom's physical environment. Based on Suleman, Aslam, and Hussain (2014), there are several factors from the classroom's physical environment such as visual factors, acoustic factors, thermal factors, and spatial factors. Therefore, an adequate, conducive, and effective classroom's physical environment can truly help both teachers and students in teaching and learning process.

Determining the quality of the classroom's physical environment is done by measuring students' satisfaction. It is done to find out students' satisfaction of the classroom's physical environment, whether or not students feel satisfied when they are in the classroom. Based on Hill and Epps (2010), students enjoyed more and had a stronger sense of satisfaction in classrooms that have larger class capacity, flexible lighting, tiered seating, and computer workstation on each student desk. Therefore, it can be concluded that factors from the classroom's physical environment can increase students' satisfaction.

Students' learning outcomes are used by students to determine the level of ability and knowledge of the learning process that has been carried out by students. Saggaf, Salam, and Rifka (2013), stated that students' learning outcomes are assessments of cognitive, affective, and psychomotor abilities such as assessments of action patterns, knowledge values, attitudes, and appreciation for students. Classroom's physical environment was becoming a factor that influenced students'

learning outcomes. According to Ngene, Quadri, Tenebe, and Bamigboye (2018), the aspects of the classroom's physical environment such as lighting, weather conditions, noise, and air circulation have an important effect on student performance in achieving students' learning outcomes.

There are many studies that discuss the classroom's physical environment with students' learning outcomes. There are three prior studies that raise the theme of the classroom's physical environment with students' learning outcomes. The first research was done by Yildiz (2010), who stated that the classroom's physical environment is an influencing factor in learning English, because it must use an ideal English learning technology, an ideal area for displaying visual material, and flexible furniture in learning English. The second study was conducted by Rahmi and Diem (2014), who discuss the perception of junior high school students on the classroom environment with the results of their achievements in English subjects. The third research was conducted by Kausar (2019), who found out that there is a relationship between physical facilities in the classroom and students' performance at the secondary level.

Based on the facts that happened at one of the senior high schools in Kediri, the teaching staff at this school came from *Kampung Inggris* teachers who had an appropriate English teaching system for the level of students at the school. The researcher is interest to investigate the students' satisfaction in classroom's physical environment, because this institution has a diploma program and a male dormitory located in the school environment located in *Kampung Inggris* Pare, Kediri.

Based on the explanation above, this research focuses on the phenomenon of the students' satisfaction on classroom's physical environment experienced by students to achieve maximum learning outcomes. The researcher was interested in investigating the correlation between satisfaction on classroom's physical environment and students' learning outcomes in English subjects at Senior High School. Therefore, the title of this research is "The Correlation between Students' Satisfaction on Classroom's Physical Environment and Students' Learning Outcomes in English Subject at Senior High School".

Identification of the Problems

Based on the background of the study, students spend a lot of time in school, especially in the classroom. Many institutions in education field do not pay attention to school facilities, especially the facilities in the classroom, the comfort of students in teaching and learning process, lighting in the classroom, air circulation, completeness and security of facilities in the classroom, and noise and temperature in the classroom.

The researcher focuses on students' satisfaction on aspects of the classroom's physical environment such as students' seats, class capacity, technology, noise level, lighting, and air circulation in each class at one of senior high school in Kediri which can affect students' learning outcomes.

Delimitation of the Problem

In doing this research, the researcher limits the problems. The researcher only focused on the correlation between the students' satisfaction on classroom's

physical environment and the students' learning outcomes of Senior High School students in English subjects. Six categories in determining the classroom's physical environment, namely seating, overall/general, technology, hearing, lightning, and thermal were used by the researcher.

Research Question

There are three research questions formulated by the researcher. The research questions are presented below:

1. How is the Senior High School students' satisfaction on their classroom's physical environment?
2. How is the Senior High School students' learning outcomes level?
3. How is the correlation between students' satisfaction on classroom's physical environment and the Senior High School of students' learning outcomes?

Objectives of the Research

The objectives of this research are to find out three things. The first is to discover the Senior High School of students' satisfaction on the classroom's physical environment. The second is to find out the Senior High School level of students' learning outcomes in English subjects. The third is to investigate the correlation between the students' satisfaction on classroom's physical environment and students' learning outcomes in English subjects at the Senior High School level.

Significance of the Research

The results of this research are expected to contribute to developments in education field. The researcher hopes that this study can be useful for educational institutions, schools, teachers, students, and other researchers. The explanation is presented below:

Educational institutions. This study can become the basic foundation in improving the quality of all schools in Indonesia so that they can advance all schools for a brighter future. By reading this study, the educational institutions can get knowledge about aspects of the classroom's physical environment such as visual factors, acoustic factors, thermal factors, and spatial factors. The educational institutions can find information on improving classroom's physical environment in this research. Improvements in the quality of schools can produce superior generations to advance a country.

Schools. Schools can get information on how to improve the quality of each class. The results of this research can be used as a school evaluation material in building an ideal classroom's physical environment because the classroom is a place where students and teachers carry out various. Schools can pay more attention to the classroom's physical environment such as adequate facilities, size of classrooms, and class eligibility for convenience in the learning process.

Teachers. Teachers can assist the school stakeholders in creating a conducive classroom's physical environment from the information contained in this research, such as strategies in seating arrangements for students. The teacher can

direct students to change the seating arrangement. Teachers can present learning material using a projector. The teacher's awareness of the classroom's physical environment has a positive effect on students' performance in the learning process. The teacher can also motivate students in creating a conducive classroom's physical environment for mutual comfort.

Students. A conducive classroom's physical environment provides comfort to students in learning process and it is expected to improve student performance in achieving satisfactory students' learning outcomes. Students can do movement seat place depend on the comfort of students in the learning process. By reading this study, students are expected to be able to build their awareness in maintaining the classroom's physical environment so that the learning process can be done without obstacles.

Other researchers. Other researchers who are interested in conducting research using the same discussion can use this research as a basis and reference material. The researcher hopes that the results of this study can help other researchers to conduct research discussing the topics in more detail way.

Organization of the Research

This research contains five chapters. The first chapter presents the background of the research, identification of the problems, limitation of the problem, research questions, objectives of the research, significance of the research, and organization of the research.

Chapter two presents related theories about the classroom's physical environment, factors in the classroom's physical environment, students' satisfaction on classroom's physical environment, explanations of students' learning outcomes, benefits of the students' learning outcomes, correlation students' satisfaction on classroom' physical environment and students' learning outcome, reviews of-related studies, conceptual framework, and hypothesis.

In chapter three, the methodology used in this research is explained. Chapter three consists of research methodology, research design, research setting, research population, sample, and sampling technique,-research instruments, data collection procedures, and data analysis.

In chapter four, the results of students' satisfaction on classroom physical environment, the level of students' learning outcomes in English subject at Senior High School, and the correlation between students' satisfaction on classroom's physical environment and students' learning outcomes are discussed. Some related theories are also provided in this chapter to support the results.

Chapter five consists of conclusions and recommendations. In this chapter, the researcher writes the summary of this research and also provides recommendations addressed for some parties such as the educational institution, school, teacher, students, and also the other researcher who is interested in conducting similar research.