

**THE CORRELATION BETWEEN CLASSROOM CLIMATE AND
STUDENTS' READING ACHIEVEMENT ON ONLINE
LEARNING DURING PANDEMIC AT THE SECOND
SEMESTER OF THE TENTH GRADE OF SMA
NEGERI 1 SEPUTIH BANYAK IN THE
ACADEMIC YEAR OF 2021/2022**

An Undergraduate Thesis

Submitted as a Partial Fulfilment of the Requirements for S-1 Degree

By

ARIANA ASTIARA

NPM. 1711040024

Study Program : English Education

Advisor : Prof. Dr. Idham Kholid, M.Ag.

Co-Advisor : M. Sayid Wijaya, M.Pd.



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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1445H/2023M**

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ABSTRACT

The purpose of this study is to know whether there is a significant correlation between classroom climate and students' reading achievement on online learning during pandemic at the second semester of the tenth grade of SMA Negeri 1 Seputih Banyak in the academic year of 2021/2022. The sample of this study is 35 students taken from the tenth grade of SMA Negeri 1 Seputih Banyak. The method used in this study was a quantitative method and the technique used in this study was a correlational technique. In collecting the data, the documentation of students' reading achievement and the test of classroom climate are used. The scores of reading achievement were collected from the English teacher of SMA Negeri 1 Seputih Banyak, and it taken from English Final Test. Besides, in assessing students' classroom climate, the researcher gave a questionnaire to the students about students' classroom climate.

The result of this study shows that there is a correlation between classroom climate and students' reading achievement. It is proved by the r_{xy} higher than r_{table} in the degree of significance 5% and 1%. It is considered that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. In conclusion, there is a correlation between classroom climate and students' reading achievement.

Keywords: *CUCEI, Classroom Climate, Correlation, Reading Achievement*



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ADMISSION

A research thesis entitled **"The Correlation between Classroom Climate and Students' Reading Achievement on Online Learning during Pandemic at the Second Semester of the Tenth Grade of SMA Negeri 1 Sepuluh Banyak in the Academic Year of 2021/2022"**, by **ARIANA ASTIARA, NPM: 1711040024**, Department English Education, has been successfully defended at Thesis Defense of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **Friday, 22nd December 2023.**

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Banyak in the Academic Year of
2021/2022

Hereby states that this undergraduate thesis was absolutely my own work. The content of this undergraduate thesis is completely by my-self. The opinion of another writers or experts even finding included in this undergraduate thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, 22th December 2023



Ariana Astiara
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Subhanallahu wa Ta'ala, the Most Beneficent, the Most Merciful.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١

1. Read! In the name of your Lord who has created.

(Holy Qur'an, 96:1)

“Reading is a window to the world”

- Lynn Butler



DEDICATION

This thesis is dedicated to:

1. Allah SWT, who always loving me everywhere, every time, and for all the time.
2. My beloved Dad, Mr. Wahyudi Chahyana, who always standing beside me for being my support system all the time. Then, my beloved Mom, Mrs. Nur Aini, which is I believe that she is always praying for me although from different world.
3. My beloved lecturers and almamater UIN Raden Intan Lampung, which has contributed so many things for my development.



CURRICULUM VITAE

The name of the researcher is Ariana Astiara. She is called by Tiara. She was born on 4th September 1999 in Seputih Banyak, Central of Lampung. She is daughter of Mr. Wahyudi Chahyana and the late Mrs. Nur Aini.

She started her formal education in TK Pertiwi Seputih Banyak. After that, she continued her study in SD Negeri 1 Tanjung Harapan. Then, she continued her study in SMP Negeri 1 Seputih Banyak. Afterwards, she continued her study at Science Major in SMA Negeri 1 Seputih Banyak, while she was part of English Debate Team at English Club and she was redactor at Wall-Magazine extracurricular of this high school. She believed that she has passion at English and it made her decided to take English study program. Fortunately, she got an opportunity for being the student of English Department in UIN Raden Intan Lampung by using SPAN-PTKIN way and she was part of A class here.

She decided to improve her knowledge and experience by being part of some places while she is being an English student in her collage. She was part of English Debate Team at Debate Society of Islamic Students of UIN Raden Intan Lampung. After that, she was the Head of INFOKOM 2020 at UKM Bahasa of UIN Raden Intan Lampung, and she was Graphic Designer of Youth for Nation Indonesia 2020/2021. Then, she took some volunteering programs in Center for Environmental-Social-and Governance Studies, and Manusia Biasa. Afterwards, she took some internship programs as Campus Ambassador in International Model

United Nations, as Mentor of all Brand Ambassadors in PT Alam Scientia Asia, as Student Ambassador in PT Privatku Global Indo, and as Social Media Specialist in Bintana Research-Literacy-and Shelter Indonesia.



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The thesis with the title “The Correlation between Classroom Climate and Students’ Reading Achievement on Online Learning During Pandemic at the Second Semester at the Tenth Grade of SMA Negeri 1 Seputih Banyak in the Academic Year of 2021/2022”, and it presented to the English Education Study Program of UIN Raden Intan Lampung. The primary objective of this thesis is to fulfill a part of students’ partial fulfillment of the requirement for S-1 degree. Then, the researcher would like to thank the following special people for their idea, time, and also guidance for this thesis:

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4. Sayid Wijaya, M.Pd., the Co-Advisor, for his guidance and help to finish this thesis.

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CHAPTER I

INTRODUCTION

A. Title Confirmation

1. Reading

Arjulayana and Srikandi stated that reading is a process to get information through the text.¹ It means that reading became the way to get knowledge about anything for the people.

2. Reading Achievement

Araujo stated that reading achievement is a level of reading comprehension of the school population.² It means that reading achievement a proof in which level of students' reading comprehension.

3. Classroom Climate

Bennett stated that classroom climate is the perceived atmosphere, both positive and negative, and it is resulting from the physical and also social environment.³

It means that classroom climate referred to the kind of situation during teaching and learning process.

¹ Arjulayana and Cut Novita Srikandi, *Early Semester Student Needs in English Mastery to Support Teaching and Learning Process in English Department*, Vol. 24 Issue No. 4 (A Division of TESOL Asia Group: English Language Education Publishing, 2019), p. 82.

² Luisa Araujo, *Reading Literacy Achievement* (Ispra: Joint Research Centre, 2014), p. 5404, DOI: 10.1007/978-94-007-0753-5_2424.

³ Koko Ekpo et. al., *Classroom Climate and Students' Academic Achievement in Social Studies in Cross River*, Nigeria, Vol. 3 No. 4 (Malabar: Cross River University of Technology, 2014), p. 414.

B. Background of the Problem

COVID-19 pandemic had strong impact on people daily life, especially for the educational system.⁴ It made online learning had been used for the educational system while pandemic situation. Dhull and Sakshi stated that online learning is an educational method consists of technologies such as the worldwide web, email, new groups and texts, audio and video conferencing delivered over computer networks to impact education.⁵ It became an effort to decrease the spread of COVID-19,⁶ such as math subject, science, social, religion, art, sport, even English. Finally, the students learned by using online learning on pandemic situation, although it is the English.

Talked about English, it was taught as a foreign language in Indonesia which has two terms.⁷ The first one was receptive skills which a term used for reading and listening, and the second one was productive skills which a term for speaking and writing.⁸ It means that there were four skills to master English such as reading, listening, speaking, and writing.

⁴ A. Aristovnik et. al., *Impacts of the COVID-19 Pandemic on Life of Higher Educational Students: A Global Perspective*, Vol. 12 No. 8438 (Sustainability: Ljubljana, 2020), p. 2

⁵ Prof. Indira Dhull and MS. Sakshi, *Online Learning*, Vol. 3 No. 8 (Rohtak: M.D. University, 2017), p. 32.

⁶ Ibid., p. 1.

⁷ Allan Lauder, *The Status and Function of English in Indonesia: A Review of Key Factors*, Vol. 12 No. 1 (Depok: University of Indonesia, 2008), p. 10.

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (4th ed) (Edinburgh Gate: Pearson Education Limited, 2007), p. 265.

Reading is the most essential skill for success in all educational contexts.⁹ Given this statement, Cristobal also stated that reading is a key to get a successful process in school to the development of the out-of- school interest which relates to the social adjustment.¹⁰ Finally, it means that reading is an important skill.

Tarigan stated that reading is a process carried out and it used by the reader to get the message that conveyed by the writer through the words that could be seen and known by the reader.¹¹ It refers to the text that made by the writer. It means that what a writer wrote consist of a message conveyed to the reader through the words that could be seen and known on a process carried out and used by the reader called reading. So, reading is an activity of read the words on a text wrote by the writer includes its message.

Yuliani and Barokah stated that reading achievement is the outcome of the students' reading performance after taking the reading test as a measurement of their comprehension in reading. It refers to the level of reading comprehension.¹² It means that reading achievement is the result of the students' reading performance after learning process includes its reading test as the students' reading parameter.

⁹ H. Douglas Brown, *LANGUAGE ASSESSMENT: Principles and Classroom Practices* (New York: Pearson Education, Inc., 2004), p. 185.

¹⁰ Josephine C. Cristobal, *Reading Levels of ESL Elementary Pupils: Basis for the Implementation of Extension Program*, Vol. 24 Issue No. 4 (A Division of TESOL Asia Group: English Language Education Publishing, 2019), p. 195.

¹¹ Henry Guntur Tarigan, *Reading as a Language Skill* (Bandung: Angkasa, 2008), p. 7.

¹² Sri Yuliani and Fitri Barokah, *The Influence of Online Reading Habit on Reading Achievement of the Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang*, Vol. 1 No. 1 (UM Palembang: English Community, 2017), p. 53.

According to the Programme for International Student Assessment (PISA), secondary students in Indonesia lose on the average about 11 points in reading of four months of school closures, and it means that there was a reduction of reading scores of 2% until 4% of their baseline scores.¹³ It refers to the online learning on pandemic situation. It means that Indonesian students have low reading achievement on pandemic situation. This fact has a relationship to the preliminary research. Based on the preliminary research, the students had low score in reading achievement on online learning.

The students' score can be seen in Table 1.1 as follows:

Table 1.1
Students' Score of the Second Semester English Final Test
at the Tenth Grade of SMA Negeri 1 Seputih Banyak
in the Academic Year of 2021/2022

No.	Class	Students' Score		Total
		<70	>70	
1.	X.1	20	15	35
2.	X.2	22	13	35
3.	X.3	22	13	35
4.	X.4	22	10	32
5.	X.5	22	9	31
6.	X.6	27	8	35
7.	X.7	20	13	33
8.	X.8	20	12	32
9.	X.9	23	13	36
Total		198	106	304
Percentage (%)		65.13	34.87	100

Source: Document of SMA Negeri 1 Seputih Banyak

¹³ Noah Yarrow et. al., *Estimates of COVID-19 Impacts on Learning and Earning in Indonesia: How to Turn the Tide* (Washington DC: International Bank for Reconstruction and Development/The World Bank, 2020), p. 7.

Based on the Table 1.1, it can be seen that 106 students passed the criteria of minimum mastery (KKM) and 198 students got the score which is under 70. It means that the students who got the score under the criteria of minimum mastery was dominant than the students who got the score passed the criteria of minimum mastery.

According to Zahra Wulandari as the student of the eleventh grade of SMA Negeri 1 Seputih Banyak on the online interview via Facebook, the school used the online learning.¹⁴ It supported by the result of the preliminary research that Putu Wirya Suta, S.Pd. (Mr. Tuwir) as the English Teacher of SMA Negeri 1 Seputih Banyak on the online interview via WhatsApp that the online teaching used on pandemic situation. Google Classroom used for most of the time, while Google Meet and Zoom used for sometime. On the online teaching and learning reading process, there was the reading text on the PPT file uploaded on Google Classroom for students to read and discuss about it, while the teacher and the students discussed it through the comment box. From this teaching and learning reading process, here were the difficulties of the online learning during pandemic based on the online interview with Mr. Tuwir:

1. The students were not interested on English especially for reading activities on online learning during pandemic, and it makes there was a bit difficult to students retell the text by writing at the comment box while the discussion.
2. The students bored while the lesson even they want to go for 'the real classroom' or the conventional learning (offline learning) in other word.¹⁵

¹⁴ Zahra Wulandari, "Online Learning at the School by Student Side", *Interview*, February 19, 2022.

¹⁵ Putu Wirya Suta, "Online Learning at the School by Teacher Side", *Interview*, March 11, 2021.

According to Sholeh, conventional learning required a place with its specific time and date, and online learning does not.¹⁶ While conventional learning referred to a learning system by using face to face directly,¹⁷ which it means that offline learning was the conventional learning because offline learning is using face to face directly.

Given two statements above, it means that students' reading achievement problem related to their classroom climate because it refers to the students' interest while the lesson or the climate of the classroom in other word.

According to Green et. al., classroom is a place for the teacher and the students mutually construct the activities and also events of their life. It refers to the teaching and learning process.¹⁸ It means that classroom is a place of all activities and events related to the teaching process by the teacher and also learning process for the students.

According to Emmos, Comer and Haynes in Babalis, classroom climate is the quality and frequency of the interactions between the teacher and the students at the classroom. It refers to the quality of teaching and learning process.¹⁹ It means that classroom climate is the quality and the frequency of the interactions while teaching and learning process at the classroom.

Classroom climate has two kinds, the first one is the positive classroom climate and the second one is the negative classroom climate.

¹⁶ Muhamad Sholeh, *Differences in Conventional Learning with E-Learning*, ISSN 2721-7132 (Universitas Negeri Surabaya: Universal Journal, 2019), p. 2.

¹⁷ Ibid.

¹⁸ Judith L. Green et. al., *Classroom Interaction, Meaning Construction and Curriculum Change: International Directions Across Curriculum*, Vol. 41 No. 2 (University of Houston: Classroom Interaction, 2007), p. 4 – 5.

¹⁹ Thomas Babalis, *The Relation of Classroom Climate to Learning*, Vol. 3 No. 4 (University of Athens: Academic Star Publishing Company, 2013), p. 289.

According to Fraser and Treagust in Barr, there are sides indicator of positive classroom climate include personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation, and individualization.²⁰ Those points were very important to hide from the negative classroom climate.

Given those situation above, finally the researcher analyzed the correlation between classroom climate the students' reading achievement on online learning during pandemic.

C. Identification of the Problem

Given the preliminary research on the background above, the identification of the problem as follows:

1. The students were not interest on learning English especially for reading activities on online learning during pandemic.
2. The students were bored while the lesson.
3. The students' reading achievement was low.

²⁰ Jason J. Barr, *IDEA Paper: Developing a Positive Classroom Climate* (Manhattan: IDEAedu.org, 2016), p. 1 – 2.

D. Focus and Sub-Focus of the Research

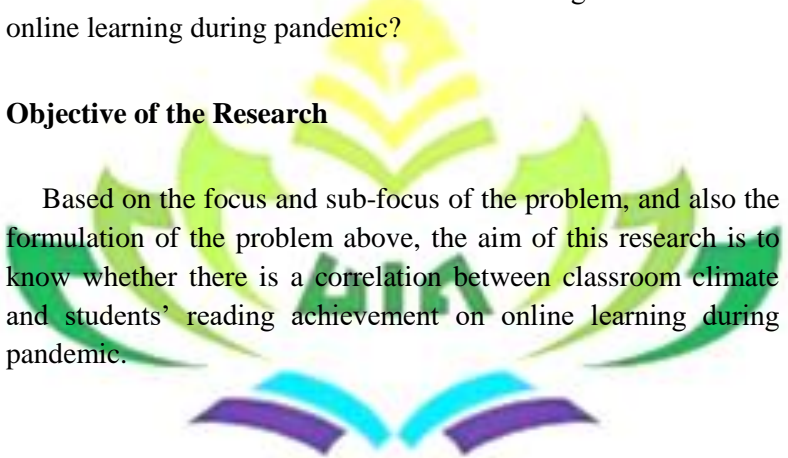
This research only focuses on the correlation between classroom climate and students' reading achievement on online learning during pandemic.

E. Formulation of the Problem

Given the focus and sub-focus of the research above, the formulation of the problem as follows: Is there a correlation between classroom climate and students' reading achievement on online learning during pandemic?

F. Objective of the Research

Based on the focus and sub-focus of the problem, and also the formulation of the problem above, the aim of this research is to know whether there is a correlation between classroom climate and students' reading achievement on online learning during pandemic.



G. Significance of the Research

It is hoped that the benefits and uses of this research will be useful as follows:

1. To encourage the students to increase their reading achievement.
2. To be considered for English teachers as information that classroom climate has a role to the students' reading achievement.
3. To give information about the correlation between classroom climate and students' reading achievement on online learning during pandemic.



H. Relevant Studies

There are some previous researches related to the classroom climate and students' reading achievement as follows:

1. It came from Oktaviani's research, which it showed that good notice to the classroom climate will influence to the achievement in reading achievement, and it means that classroom climate has important role to the students' reading achievement.²¹
2. It came from from Ning et. al.'s research, which is a better classroom climate indicates a significantly higher school reading performance,²² and it means that students' reading achievement depend on their classroom climate.
3. It came from Fleenor's research, which is it has significant relationships between 4th and 5th grade reading TVAAS gain scores and student perceptions that teachers care about students,²³ and it means that the students' reading scores depend on the classroom climate especially for their teachers' care about the students.

²¹ Ria Oktaviani, *An Investigation into a Link between Classroom Climate and Reading Achievement*, Vol. 5 No. 2 (South Sumatera: Education and Teaching, 2018), p. 140.

²² Bo Ning et. al., *The Influence of Classroom Disciplinary Climate of Schools on Reading Achievement: A cross-Country Comparative Study* (Shanghai Normal University: Research Institute of International Education, 2015), p. 15, DOI:10.1080/09243453.2015.1025796.

²³ Lesley Fleenor, *The Relationship Between Student Perceptions of Classroom Climate and TVAAS Student Achievement Scores in Title I Schools* (Johnson City: East Tennessee State University, 2015), p. 111.

4. It came from Barksdale's research that the findings of the study established that greater perceived order and organization, teacher support, even affiliation was associated with higher test scores through the reading motivation mediators of aesthetics, challenge, efficacy, and compliance of the students in the middle school,²⁴ which it means that how does students' reading achievements of the middle school are depending on their classroom climate.
5. After Barksdale examined the relationship between classroom climate and student achievement, he and two other researchers found that students' perceptions of classroom climate and its relationship to achievement, that there are three factors of classroom climate which impact on the students' achievement, especially for reading achievement, such as social factor, physical factor, and emotional factor,²⁵ and it means that those factors are being the important thing to reach better students' reading achievement. All those previous researches absolutely different to this research, which is relates to the situation that this research will be conducted on pandemic situation.

From the previous research, this research was absolutely different. It was about the situation that the students faced on online learning and during the pandemic. It was absolutely different because the previous researches were not on online learning during pandemic. Finally, the correlation between classroom climate and students' reading achievement on online learning during pandemic will be analyzed on this research.

²⁴ Christopher J. Barksdale, *Examining the Relationship Between Classroom Climate and Student Achievement of the Middle School Students* (University of Houston-Clear Lake: Doctor of Education, 2017), p. 16 – 17.

²⁵ Christopher J. Barksdale, Michelle L. Peters, and Antonio Corrales, *Middle School Students' Perceptions of Classroom Climate and Its Relationship to Achievement* (Houston: Routledge, 2019), p. 12, DOI:10.1080/03055698.2019.1664411.

I. Systematic of the Research

1. Chapter I : Introduction

This chapter contains the title confirmation, background of the problem, identification of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, significance of the research, relevant study, and also systematic of the research. This part was useful for providing initial information to the readers about this research that the detail was available in this chapter.

2. Chapter II : Theoretically Framework

This chapter contains the frame of the theory used in this research title. It was intended to provide an overview to the reader regarding the theories used for a reference or a foundation.

3. Chapter III : Research Methodology

This chapter contains research method which used in this research that the detail

Description of the Research Object

This chapter contains a general description of the object which describes the general description of the object of the research that underlies the research findings. The display of the facts and the data describes the facts found in the field.

4. Chapter IV : Research Analysis

This chapter explains about the result of students problems on reading achievement that caused by classroom climate on online learning during pandemic.

5. Chapter V : Conclusion and Suggestion

This chapter is closing part of the research which contains conclusion and suggestion.



CHAPTER II

THEORITICAL FRAMEWORK

A. Frame of Theory

1. Reading

a. Definition of Reading

According to Arjulayana and Srikandi, reading is a process to get information through the text.²⁶ It means that people can get much information by reading the text. That text itself, may an advertise, a story, even news. Here, people can get much information among them with read.

According to Frutas, reading is an important access skill one needs in order to solve problems.²⁷ It means that people do not need confuse about something, because people have to do an action which called "reading". As we know that people can get much information by reading text. Absolutely, it will solve the problems among them, for the example is someone can read the article that available on Google when he or she face cooking problem. That is why reading is the skill to solve problem.

²⁶ Arjulayana and Cut Novita Srikandi, *Early Semester Student Needs in English Mastery to Support Teaching and Learning Process in English Department*, Vol. 24 Issue No. 4 (A Division of TESOL Asia Group: English Language Education Publishing, 2019), p. 82.

²⁷ Magda L. Frutas, *Reading Comprehension and Mathematics Problem Solving Proficiency of Filipino ESL Learners: An Imperative for Bridging the Gap*, Vol. 24 Issue No. 4 (A Division of TESOL Asia Group: English Language Education Publishing, 2019), p. 268.

According to Cristobal, reading is a skill to get good individual's adjustment in life.²⁸ It means that this skill can make individual's adjustment in life looks good. The word "reading" itself, relates to the process of getting information. We can say that someone who loves reading means he or she knows anything. That is why reading relates to good individual's adjustment.

In short, reading is a process to get information of the text. This is the skill to solve the problem, especially a problem of confusing something. It creates good situation that reading is a skill to get good individual's adjustment, because someone knows anything by reading the text.

b. Components of Reading

According to The National Reading Panel Report National Institute of Child Health and Human Development (NICHD), there are some components of reading. They are:

- 1) Phonemic awareness, which it refers to the ability to focus on and manipulate phonemes in spoken words.²⁹

²⁸ Josephine C. Cristobal, *Reading Levels of ESL Elementary Pupils: Basis for the Implementation of Extension Program*, Vol. 24 Issue No. 4 (A Division of TESOL Asia Group: English Language Education Publishing, 2019), p. 195.

²⁹ National Institute of Child Health and Human Development, *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754)* (Washington, DC: U.S. Government, 2000), p. 2-1.

- 2) Phonics, which is the focus of systematic phonics instruction, is on helping children acquire knowledge of the alphabetic system and its use to decode new words, and to recognize familiar words accurately and automatically.³⁰
- 3) Fluency, which it represents a level of expertise beyond word recognition accuracy, and reading comprehension, may be aided by fluency. Skilled readers read words accurately, rapidly and efficiently. Children who do not develop reading fluency, no matter how bright they are, will continue to read slowly and with great effort.³¹
- 4) Vocabulary. It occupies an important position in learning to read. As a learner begins to read, reading vocabulary encountered in texts is mapped onto the oral vocabulary the learner brings to the task.³²
- 5) Comprehension. Comprehension strategies are specific procedures that guide students to become aware of how well they comprehend as they attempt to read and write.³³

In short, there are 5 components of reading.

³⁰ Ibid., p. 2-90

³¹ Ibid., p. 3-3.

³² Ibid., p. 4-15.

³³ Ibid., p. 4-5.

c. Purposes of Reading

According to Grabe and Fredrika, the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

- 1) Reading to search for simple information is a common reading ability. It is used so often in reading tasks that is probably best seen as type of reading ability.
- 2) Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.
- 3) Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.
- 4) Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

- 5) Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.
- 6) Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.³⁴

In short, reading has many purposes.

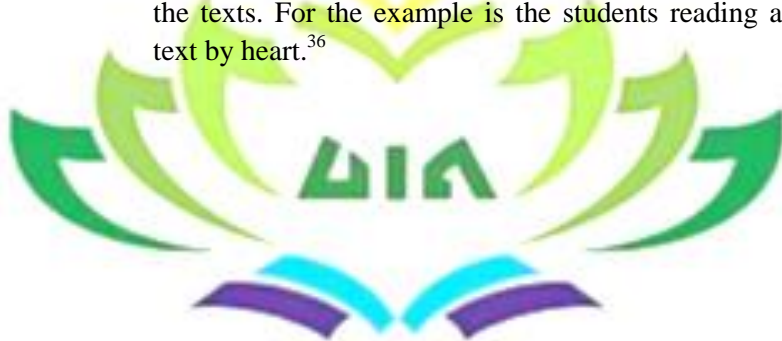
d. Types of Reading

According to Patel and Praveen, there are some types of reading such as intensive reading, extensive reading, aloud reading and silent reading.

- 1) Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom, and that idiom and vocabulary exist in poem, poetry, novel or other source. For the example: The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.

³⁴ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (2nd ed) (Abingdon: Routledge, 2013), p. 6 – 8.

- 2) Extensive Reading is a type of reading involves learners reading texts for enjoyment and to develop general reading skills. For the example: The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
- 3) Aloud reading is reading by using loud voice and clearly. It also called oral reading. For example: Reading poetry, dialogue, and other type of text.³⁵ This type of reading refers to reading performance.
- 4) Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts. For the example is the students reading a text by heart.³⁶



³⁵ M.F. Patel and Praveen M. Jain, *ENGLISH LANGUAGE TEACHING (Methods, Tools & Techniques)* (Jaipur: SUNRISE PUBLISHERS & DISTRIBUTORS, 2008), p. 117 - 120.

³⁶ *Ibid.*, p. 123

2. Reading Achievement

a. Definition of Reading Achievement

According to Greaney and Anderson et. al. in Cullinan, reading achievement is the students' success in school and it refers to the amount of the independent reading they do.³⁷ It means that more often the students read well, it will be possible that they have high reading achievement. It caused by the situation that reading achievement relates to the amount of the independent reading.

According to Araujo, reading achievement is a level of reading comprehension of the school population.³⁸ It means that reading achievement refers to the reading comprehension level of the students. Both reading achievement and reading comprehension has strong correlation.

According to Ecklund and Lamon, reading achievement is the development of the reading literacy skill.³⁹ It means that there is reading achievement while reading activities. It caused by the situation that reading achievement refers to the reading literacy skill result.

³⁷ Bernice E. Cullinan, *Independent Reading and School Achievement*, Vol. 3 (The American Association of School Librarians: School Library Media Research, 2000), p. 2.

³⁸ Luisa Araujo, *Reading Literacy Achievement* (Ispra: Joint Research Centre, 2014), p. 5404, DOI: 10.1007/978-94-007-0753-5_2424.

³⁹ Britt K. Ecklund and Kathryn M. Lamon, *Improving Reading Achievement Through Increased Motivation, Specific Skill Enhancement, and Practice Time for Elementary Students* (Chicago: Saint Xavier University & Pearson Achievement Solutions, Inc., 2008), p. 14.

Finally, reading achievement is the students' success in school and it refers to the independent reading amount. It is a level of students' reading comprehension. Reading achievement itself is the development of the reading literacy skill development.

b. Factors of Poor Reading Achievement

According to Abrar et. al., there are some points are being factors of poor students' reading achievement as follow:

- 1) Internal factors, such as learners' low motivation even anxiety.
- 2) External factors, such as classroom environment even negative comments from teachers and peers. It refers to the classroom climate.⁴⁰

3. Classroom Climate

a. Definition of Classroom

According to IDA, classroom is a place of setting about materials, interactive instruction, and student performance. It means that some activities of learning process presented here. It includes the material, some instructions between the teacher and the students, even students' performance.⁴¹

⁴⁰ Mukhlash Abrar et. al., *Indonesian EFL Student Teachers' Challenges Speaking English*, Vol. 23 No. 1 (Jambi: Jambi University, 2018), p. 31.

⁴¹ International Dyslexia Association (IDA), *Dyslexia in the Classroom: What Every Teacher Needs to Know* (Baltimore: IDA, 2017), p. 7.

According to Bergsmann, classroom is an area of teaching quality and describes how teachers design tasks, share authority, and evaluate students' progress.⁴² It means that the classroom becomes a place of systematic learning process. It caused by the situation that the teacher design tasks until evaluate students' progress here.

According to Garibay, the classroom is a critical sphere where many aspects of the campus climate materialize.⁴³ It means that the classroom is a place of how students increase their critical thinking. Absolutely, it refers to the classroom climate.

Finally, classroom is a place of setting which is relates to the learning process. It is an area of systematic learning process designed. It becomes a place of how students increase their critical thinking, and it relates to the classroom climate.

b. Definition of Classroom Climate

According to Ekpo et. al., classroom climate is the emotional tone and atmosphere of the lesson, and is made up of teachers' and students' perceptions. It means that classroom climate refers to the situation while the lesson. It relates to the teachers' and students' perceptions.⁴⁴

⁴² Evelyn M. Bergsmann et. al., *The role of classroom structure in fostering students' school functioning: A comprehensive and application-oriented approach* (Vienna: Elsevier, 2013), p. 131.

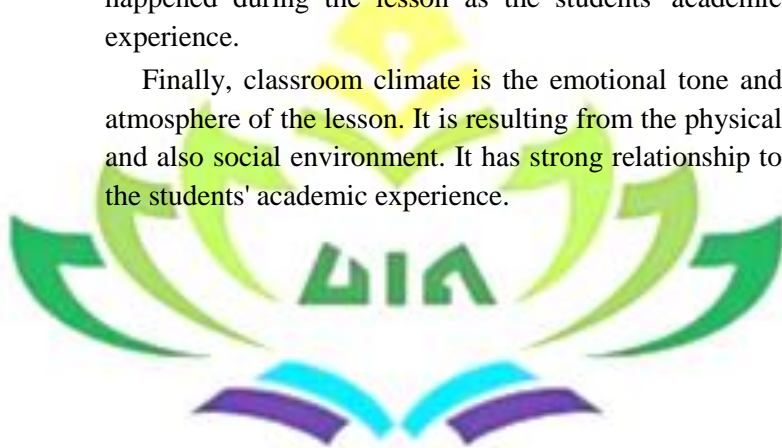
⁴³ Juan C. Garibay, *Creating a Positive Classroom Climate for Diversity* (Los Angeles: UCLA, 2015), p. 4.

⁴⁴ Koko Ekpo et. al., *Classroom Climate and Students' Academic Achievement in Social Studies in Cross River, Nigeria*, Vol. 3 No. 4 (Malabar: Cross River University of Technology, 2014), p. 414.

According to Bennett, classroom climate is the perceived atmosphere, both positive and negative, and it is resulting from the physical and also social environment. It means that classroom climate refers to the atmosphere of a class. An atmosphere itself, consist of the physical and also social environment.⁴⁵

According to Reid and Radhakrishnan, classroom climate is a reflection of students' opinions of their academic experience.⁴⁶ It means that classroom climate refers to the environment of the classroom. Environment of the classroom itself, relates to the all things that happened during the lesson as the students' academic experience.

Finally, classroom climate is the emotional tone and atmosphere of the lesson. It is resulting from the physical and also social environment. It has strong relationship to the students' academic experience.



⁴⁵ Jan Bennett, *The Relationship Between Classroom Climate and Student Achievement* (Texas: University of North Texas, 2001), p.9.

⁴⁶ L.D. Reid, and P. Radhakrishnan, *Race matters: The Relation Between Race and General Campus Climate*, Vol. 9 No. 3 (Colgate University: the Educational Publishing Foundation, 2003), p. 265.

c. Types of Classroom Climate

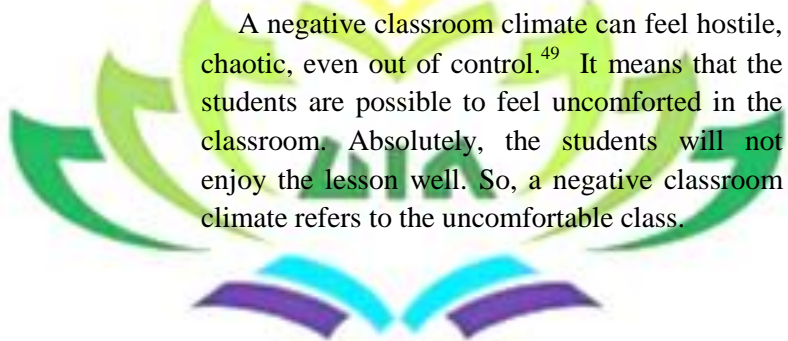
There are two types of classroom climate as follow:

1) Positive Classroom Climate

According to Dietrich and Bailey in Bennett, teachers had to be aware of changes, even not only had to be aware but also had to be flexible in dealing with them to create a positive classroom climate.⁴⁷ It means that what teachers do are the key of a positive classroom climate. Moreover, a positive classroom climate feels safe, respectful, welcoming, and supportive of student learning.⁴⁸ So, a positive classroom climate refers to the comfortable class.

2) Negative Classroom Climate

A negative classroom climate can feel hostile, chaotic, even out of control.⁴⁹ It means that the students are possible to feel uncomfortable in the classroom. Absolutely, the students will not enjoy the lesson well. So, a negative classroom climate refers to the uncomfortable class.



⁴⁷ Bennet, Op. Cit. p. 5.

⁴⁸ K. Tharani and D. Geetha, *Classroom Climate in Relation to Their Academic Achievement Among Students at Secondary Level*, Vol. 5 No. 5 (Granthaalayah: International Journal of Research, 2017), p. 11.

⁴⁹ Ibid.

d. Indicators of Positive Classroom Climate

According to Fraser and Treagust in Barr, there are some indicators of positive classroom climate which created on the College and University Classroom Environment Inventory (CUCEI). They are:

- 1) Personalization: The instructor provides opportunities for student-to-teacher interaction and expresses concern for students' welfare.
- 2) Involvement: The instructor encourages active student participation in class.
- 3) Student cohesiveness: Students know one another, help one another, and are friendly toward one another.
- 4) Satisfaction: Students enjoy the class.
- 5) Task orientation: Class activities are clear and well organized.
- 6) Innovation: The instructor utilizes unique teaching methods, activities, or assignments.
- 7) Individualization: Students are permitted to make decisions and treated differentially based upon ability and interests.⁵⁰

So, there will be a positive classroom climate if the classroom climate has those 7 indicators above.

⁵⁰ Jason J. Barr, *IDEA Paper: Developing a Positive Classroom Climate* (Manhattan: IDEAedu.org, 2016), p. 1 – 2.

B. Assessing Classroom Climate towards Reading

There are some methods to assess classroom climate towards reading as follow:

1. Student Surveys

While conducting student surveys, it directs the students to focus on a specific teacher or class. According to Ferguson and Follman in Schweig et. al., the students are able to tell their classroom climate because they experience school-based interactions every day and have extensive knowledge of their teachers.⁵¹ It means that student surveys are a good way to assess classroom climate.

2. Parent and Community Surveys

Parent and the community can tell on the extent to which they are involved and engaged in their students' learning. Even parent and the community members can also share important information about the extent to which school representatives communicate with them, the quality of interactions with school representatives, even the extent to which schools engage the parent or the community in decision making.⁵² It means that parent and community able to be interviewees.

⁵¹ Jonathan Schweig et. al., *School and Classroom Climate Measures: Considerations for Use by State and Local Education Leaders* (California: RAND Corporation, 2019), p. 8.

⁵² Ibid., p. 9.

3. School Staff Surveys

School staff including teachers, instructional support staff, and administrators who can provide the information related to the classroom safety, parent involvement in school, even the quality of instruction. They also able to provide information of aspects of classroom climate such as students do not have knowledge of, it includes teacher to teacher relationships and teacher to administrator relationships, even the information about the extent to which the school supports professional growth.⁵³

4. Structured Observations

According to Little et. al., Pianta and Hamre in Schweig, Structured observations typically involve trained rates, such as school leaders, instructional coaches, district administrators, or independent external evaluators who observe instruction and also record their observations on a standardized rubric that facilitates credible comparisons across classrooms. Kostyo et. al. in Schweig stated that structured observations included components of School Quality Reviews at a school level, where teams can observe classrooms and other school spaces such as libraries even cafeterias to collect information about safety, teaching and learning, and the institutional environment.⁵⁴

⁵³ Ibid.

⁵⁴ Ibid., p. 10.

5. Interviews

This method requires an interviewer to ask questions even make statements that prompt interviewees to discuss specific topics or issues. Such interviews could be helpful in exploring, like the quality of peer relationships or the extent to which students feel supported by teachers and administrators.⁵⁵ Given those methods, the appropriate one to be implemented in assessing classroom climate towards students' reading achievement on online learning during pandemic will be chosen in this research. Among all methods have been discussed above, student survey through questionnaire will be used in this research.



⁵⁵ Ibid., p. 11

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