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Students' Perception of Classroom Physical Environment in Learning English at SMPN 23 Solok Selatan

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Abstract

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 achievement of the respondents was 77.98%, the second indicator of lighting obtained a positive score of 3.12. The level of achievement of the respondents was 78.17%, the three acoustic indicators obtained a positive score of 3.08. The level of achievement of the respondents was 77.14%, the four indicators of building age and quality obtained a positive score of 3.09. The level of achievement of the respondents was 77.3%, the five class size indicators obtained a positive score of 3.08. The level of achievement 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.

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INTRODUCTION

The classroom is where understudies secure knowledge. Furthermore, it could be an area where understudies characterize what they need to do or how they see their future. In essence, 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.

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). 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.

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. 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.

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.

From some of the definitions of perception above, it can be concluded that perception is an act of judgment in one's mind after receiving a stimulus from what is felt by the five senses. The stimulus then develops becomes a thought that ultimately makes a person have a view regarding a case or event that is happening.

The physical environment is defined as the physical characteristics of the class. The physical classroom environment includes different things like class size, floors, walls, desks, lighting, etc. Many studies have found that the physical environment is very important for educational success (Suleman et al., 2014). The physical environment of the class can be seen from students' perceptions of; brightness

(classroom brightness), furniture settings (furniture settings), place settings seating arrangement, interior variety, student participation in classroom management (student participation in the classroom), view out of class (view to outdoors) and overall preference (Ramli et al., 2013). There are several criteria for a good learning environment. Namely: indoor air quality, ventilation, thermal control/temperature; lightning; acoustics/noise; the age and quality of the building; school size; and class size (Schneider, 2002).

It can be concluded that the aspects of the classroom physical environment used in this study refer to the ones explained by Schneider, 2002 they are 1. Indoor air quality, 2. Lightning, 3. Acoustic, 4. Building age, 5. Classroom size, and then, of the classroom play a big part in forming understudies to be prepared for accepting the lesson from an instructor and it too can be an advantage for both understudies and instructors 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.

RESEARCH METHOD

This research is descriptive research with a quantitative approach. Descriptive quantitative research, as stated by (Lodico, M., Spaulding, D. Voegtle, 2013). The research was conducted 5-19 December 2022. Random sampling was used in this research. The population is a regional generalization made up of things and subjects chosen by the researcher to be investigated and ultimately used to form conclusions (Sugiyono, 2010). In this study, the population was understudies of SMPN 23 Solok Selatan. From the information that the analysts got from the school, there were 104 understudies separated into three classes, to be specific grades 7,8,9.

The sample is a portion of the number and characteristics had by the population (Sugiyono, 2010). The sample utilized in this consideration may be a sampling method, sample random sampling may be an examining strategy within the least difficult frame of likelihood inspecting strategy. Through this procedure, each part of the population has a break even with a chance of being chosen. The samples taken by the researchers in this study were students of SMPN 23 Solok Selatan who represented their respective classes. taken randomly, the number of samples is 63 students. The population was understudies of SMPN 23 Solok Selatan. From the information that the analysts got from the school, there were 104 understudies separated into three classes, to be specific grades 7,8,9. the number of samples is 63 students.

The instrument used was a questionnaire. Questionnaire containing closed questions, closed questionnaires were used to obtain responses from actors that best reflected their opinions, (Siniscalco & Auriat, 2005). The questionnaire consists of 20 statements using a Likert Scale which has four scales: 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree). The instrument was validated by an English lecturer at Padang State University. Namely Carbiriena Solusia, S.Pd, M.Pd. Furthermore, in measuring the reliability, the researcher used Cronbach's Alpha with SPSS program version 25. The result shown that the questionnaire of this research score 930 which mean the level of reliability in this questionnaire is very high.

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While the analysis technique, the researcher prepared the questionnaire on a printed paper. Then the questionnaire was distributed to the randomly 63 students. Students took 10-15 minutes to fill out the questionnaire. After that, the researcher collected and analyzed the questionnaire. In analyzed the data, the researcher used descriptive analysis by finding the frequencies, percentages, and mean score of the questionnaire.

RESULT AND DISCUSSION

Research Finding

The findings of this study were provided in a table of percentages and frequencies.

Finding 1

Indoor air quality

In this first indicator, there are 4 statements included in this indicator which have 3 sub-indicators. Statements 1-4 are for the sub-indicators (ventilation, temperature, and air circulation). As shown in the table below, the four statements or items in this indicator answer the research question about how students perceive indoor air quality in their classrooms.

Table 1. Questionnaire results of students' perceptions of indoor air quality

No	Statements	N%				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
1	Saya akan nyaman dan fokus jika ada kipas angin di dalam kelas	13 20,6%	43 68,3%	6 9,5%	1 1,6%	3,08 76,98%	Positive
2	Saya akan nyaman dan fokus jika jendela bisa dibuka	11 17,5%	44 69,8%	7 11,1%	1 1,6 %	3,03 75,79%	Positive
3	Saya akan nyaman dan fokus jika kelas tidak pengap	22 34,9%	37 68,7%	4 6,3%	0 0,0%	3,29 82,14%	Very Positive
4	Saya akan nyaman dan fokus jika kelas tidak panas	12 19,0%	44 69,8%	7 11,1%	0 0,0%	3,08 76,98%	Positive
	Average	14,5 23%	42 69,15 %	6 9,5%	0,5 0,8%	3.12 77,98%	Positive

Based on table 1 above, the first indicator of indoor air quality obtained a positive score of 3.12. The respondent's achievement level of 77.98% is in a positive category. That is, students perceive positive perceptions about the quality of their classes.

As seen in the table, from the number of respondents (63 students), the average score of students who chose strongly agreed was 14.5 (23%). The average score of students who chose to agree to indoor air quality was 42 (69.15%). The average score of students who chose not to agree with indoor air quality was 6 (9.5%). Meanwhile,

the average score of students who strongly disagreed with indoor air quality was 0.5 (0.8%).

So, it can be concluded that students' perceptions of indoor air quality are categorized as positive perceptions. It also means that students feel comfortable with the quality of their classes.

Lightning

The second indicator is lighting. There are 3 statements included in this indicator which has 2 sub-indicators. Statements 5-7 are for the sub-indicators (windows and daylight). As shown in the table below.

Table 2. Questionnaire results of students' perceptions of lightning

No	Statements	N%				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
5	Saya akan nyaman dan fokus jika ada lampu di dalam kelas	21 33,3%	37 58,7%	5 7,9%	1 1,6%	3,26 81,74%	Positive
6	Saya akan nyaman dan fokus jika jendela dibuka saat siang hari	11 17,5%	44 69,8%	7 11,1%	1 1,6 %	3,03 75,79%	Positive
7	Saya akan nyaman dan fokus jika ada gorden di jendela	12 19,0%	44 69,8%	7 11,1%	0 0,0%	3,08 76,98%	Positive
	Average	14,7 23,26%	41,7 66,1%	6,3 10,3%	0,7 1,7%	3,12 78,17%	Positive

Based on table 2 above, the second indicator of lighting obtains a positive score of 3.12. The respondent's achievement level of 78.17% is in a positive category. That is, students, perceive a positive perception of their classroom lighting.

As seen in the table, of the number of respondents (63 students), the average score of students who voted strongly agreed was 14.7 (23.26%). The average score of students who chose to agree to light was 41.7 (66.1%). The average score of students who chose not to agree to light was 6.3 (10.3%). Meanwhile, the average score of students who strongly disagreed with lighting was 0.7 (1.7%).

So, it can be concluded that students' perceptions of lighting are categorized as positive perceptions. It also means that students feel comfortable with their classroom lighting.

Acoustics

The third indicator is acoustics. There are 3 statements included in this indicator which has 2 sub-indicators. Statements 8-10 are for the sub-indicators (noise outside and noise inside). As shown in the table below

Table 3. Questionnaire results of students' perceptions of acoustics

No	Statements	N%				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
8	Saya akan nyaman dalam proses belajar jika kelas lain tidak berisik	15 23,8%	42 66,7%	6 9,5%	0 0,0%	3,14 78,57%	Positive

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9	Saya akan nyaman dalam proses pembelajaran jika sesekali belajar di luar kelas	13 20,6%	40 63,5%	10 15,9 %	0 0,0 %	3,03 75,79%	Positive
10	Saya akan nyaman dalam proses pembelajaran jika kelas ini diperbaharui	11 17,5%	42 66,7%	9 14,3 %	1 1,6%	3,08 76,98%	Positive
	Average	13 20,6%	42 65,4%	8,3 13,3 %	0,3 0,5%	3,08 77,14%	Positive

Based on table 3 above, the third indicator of acoustics obtained a positive score of 3.08. The respondent's achievement level of 77.14% is in a positive category. That is, students, perceive a positive perception of the acoustics of their class.

As seen in the table, of the number of respondents (63 students), the average score of students who chose strongly agreed was 13 (20.6%). The average score of students who agreed to acoustics was 42 (65.4%). The average score of students who chose not to agree to acoustics was 8.3 (13.3%). Meanwhile, the average score of students who strongly disagreed with acoustics was 0.3 (0.5%).

So, it can be concluded that students' perceptions of acoustics are categorized as positive perceptions. It also means that students feel the noise in their class.

Building age and quality

The fourth indicator is Building age and quality. There are 5 statements included in this indicator which has 3 sub-indicators. Statements 11-15 are for sub-indicators (the condition of the building, facilities, and equipment). As shown in the table below.

Table 4. Questionnaire results of students' perceptions of building age and quality

No	Statements	N%				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
11	Saya merasa nyaman belajar di kelas ini	21 33,3%	37 58,7%	5 7,9%	1 1,6%	3,08 76,98%	Positive
12	Saya akan nyaman dan fokus jika kelas rapi dan bersih	11 17,5%	44 69,8%	7 11,1%	1 1,6 %	3,03 75,79%	Positive
13	Saya akan nyaman dan fokus jika ada tampilan dokumentasi seperti poster, seni dan lain-lain yang akan memotivasi saya dalam belajar.	12 19,0%	44 69,8%	7 11,1%	0 0,0%	3,08 76,98%	Positive
14	Saya akan nyaman dan fokus jika fasilitas kelas diganti dengan yang baru, seperti meja,kursi, dll	22 34,9%	35 55,6%	6 9,5%	0 0,0%	3,25 81,35%	Positive
15	Saya akan nyaman dan fokus jika ada tanaman di dalam kelas	9 14,3%	46 73,0%	8 12,7%	0 0,0%	3,02 75,40%	Positive
	Average	15 23,8%	41,2 65,38%	6,6 10,46 %	0,4 0,64%	3.09 77,3%	Positive

Based on table 4 above, the fourth indicator of building age and quality obtained a positive score of 3.09. The respondent's achievement level of 77.3% is in the positive category. That is, students perceive positive perceptions about the building age and quality of their class.

As seen in the table, of the number of respondents (63 students), the average score of students who chose strongly agreed was 15 (23.8%). The average score of students who chose to agree to build age and quality was 41.2 (65.38%). The average score of students who chose not to agree to build age and quality was 6.6 (10.46%). Meanwhile, the average score of students who strongly disagreed on building age and quality was 0.4 (0.64%).

So, it can be concluded that students' perceptions of building age and quality are categorized as positive perceptions. It also means that students feel comfortable with the quality of their classes.

Class size

The fifth indicator is Building Class size. There are 5 statements included in this indicator which has 3 sub-indicators. Statements 16-20 are for sub-indicators (size of the class, usage of facilities and equipment, and wall arts). As shown in the table below.

Table 5. Questionnaire results of students' perceptions of class size

No	Statements	N%				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
16	Menurut saya ruang kelas ini cocok untuk semua siswa	21 33,3%	37 58,7%	5 7,9%	1 1,6%	3,08 76,98%	Positive
17	Saya menyukai fasilitas di dalam kelas	11 17,5%	44 69,8%	7 11,1%	1 1,6 %	3,03 75,79%	Positive
18	Saya nyaman dalam proses belajar jika pengaturan tempat duduk berbentuk letter U.	12 19,0%	44 69,8%	7 11,1%	0 0,0%	3,08 76,98%	Positive
19	Saya akan nyaman dalam proses belajar jika pengaturan tempat duduk berbentuk baris.	15 23,8%	34 54,0%	14 22,2%	0 0,0%	3,02 75,40%	Positive
20	Saya dapat melihat papan tulis dengan baik dari meja saya	13 20,6%	43 68,3%	6 9,5%	1 1,6%	3,08 76,98%	Positive
	Average	14,4 22,84%	40,4 64,12%	7,8 12,36 %	0,6 0,9%	3,08 76,42%	Positive

Based on table 5 above, the fifth indicator of class size obtained a positive score of 3.08. The respondent's achievement level of 76.42% is in a positive category. That is, students, perceive positive perceptions about their class size.

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As seen in the table, of the number of respondents (63 students), the average score of students who chose strongly agreed was 14.4 (22.84%). The average score of students who chose to agree on class size was 40.4 (64.12%). The average score of students who chose not to agree to the class size was 7.8 (12.36%). Meanwhile, the average score of students who chose strongly disagreed with class size was 0.6 (0.9%).

So, it can be concluded that students' perceptions of class size and class size are categorized as positive perceptions. It also means that students feel comfortable with the quality of their classes.

Based on the table above, meaning that students perceive positive perceptions about the state of the physical environment in their class.

Discussion

Based on the data that has been shown, almost 100% of students said, there is a feel the noise, a need for good lighting even though there is already a window, and they still need lighting from lamps. Noise problems that occur in the environment become one of the distractions in the teaching and learning process. The condition of a noisy teaching and learning environment will disturb concentration, which will ultimately have an impact on the final quality of teaching and learning. Even though the quality of teaching and learning is needed to achieve good human resources in terms of skills and knowledge (Zahrany et al., 2022). In English teaching and learning activities, sometimes the teacher does dictation, reading, and listening during the lesson. Requires concentration, and the absence of noise.

The five angles were portrayed underneath. First, indoor air quality**,** The classroom must have great discussion circulation. Subsequently, cooling of this device is required for schools that don't have great discussion circulation. Agreeing with Schneider (2002), all sorts of cooling gadgets are required so that understudies don't feel awkward when considering lessons. Based on the discoveries over, SMP Negeri 23 Solok Selatan was not given a fan, and students agreed on the off chance that the lesson was given a fan. Hence, students don't feel stuffy or hot in the classroom because when the temperature rises over 24ºC, they as it were ought to turn on the fan. The classroom moreover has a few ventilation. Ventilation helps circulate air in the classroom. Second, lightning within the classroom ought to not meddle with teaching and Learning Exercises. Presentation within the classroom must be able to supply brightness around the lesson. Schneider (2002) expressed that appropriate room lighting increments test scores decrease off-task behavior, and plays a critical part in understudy accomplishment. It doesn't matter where the light comes from. It can be from sunshine, lights, or other lighting devices. The critical thing is that the lighting source can light the room. Based on these discoveries, the classrooms at SMP Negeri 23 Solok Selatan were not provided with lights.

Respondents produced 63 understudies with a normal (3.26) (81.74%) concur, on the off chance that there's a light within the classroom. Each course has more than two lights. There are also lots of windows that let in parts of sunlight in the morning. The color of the light is white and the color is considered typical. Don't meddle with educating and learning exercises within the classroom. Third, Acoustic refers to both the noise within and outside the classroom. According to Schneider (2002), schools with lower levels of outside disturbances and an increase in students' dissatisfaction

with their classrooms had better student achievement. Overbearing noise may make students uncomfortable.

Based on the results, the majority of the participants claimed that noises outside the classroom did not bother them. However, some others thought the commotion outside the classroom was a little distracting. Whatever the case, it was still at a moderate level. The chaos inside the classroom was described at the time as mildly irritating. They claimed that if there was no instructor present to instruct, the classroom would be noisy. Four, Building age and quality building age is also associated with student achievement. With better quality buildings, more modern school buildings, much better lighting, much better thermal comfort, and discuss the quality of students accepted to be able to have extraordinary academic achievements (Mc Guffey, 1982 in Scheider, 2002).

The classroom is not neat and clean during the second break. However, this is not a problem because usually students are asked to clean the room every time the teacher comes. Students feel comfortable with the class. That's the important point. If they don't enjoy learning in class, they can't focus on the lesson. They voiced some thoughts about the facilities and equipment of the school. They love it although some need to be replaced.

For example chairs and tables. Some of them are worn out because the former occupants of the class didn't take good care of them. Chairs and tables are used by generations of students. They think it's time to replace it, so they can be comfortable learning in the classroom. Changes in several technical facilities also affect the teaching and learning process activity. Five, Class size is a crucial consideration when assessing school construction needs in this regard (Schneider, 2002). Additionally, the researcher talked about this particular classroom. The SMP Negeri 23 Solok Selatan class size is large enough to hold 30 to 32 students.

Students can comfortably see the whiteboard from their seats in a room this size. The tables in the classroom are orderly and well-arranged. Even if they move around, sometimes it's not properly organized. However, there isn't any wall art in the classrooms to help students with their academics. A positive learning environment is correlated with wall art, a component of the physical environment (Faulk and Evanshen, 2013).

CONCLUSION

The researcher draws several conclusions from the findings and discussion in this section. According to their perceptions of the physical environment of their class at SMP Negeri 23 Solok Selatan, the children feel comfortable in their class. In addition, they like the facilities provided in the classroom and these facilities make teaching and learning activities easier for students and teachers.

Teaching and learning activities are also influenced by the physical environment of the class. In rooms with temperatures between 20 and 24°C, students performed better. If it is hot in class, the kids will focus on using paper fans to cool off. To help students focus more on teaching and learning activities, classroom cooling equipment is needed. Fans should be available in the classrooms of schools to keep the environment cool. Students can then concentrate on the learning material. The use of daylight and coloured lighting supports increased student performance.

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Schools with less internal and external noise have higher student achievement. Noise levels must be minimized in order to learn English more attentively. Schools with good physical settings have good teaching. As practically all activities take place in the classroom, this benefits students' learning and instruction. Students flourish in learning and attain academic success when they are at ease when studying.

Based on the conclusion above, the physical environment of the class is very important. To support students in learning and teachers in teaching, there must be sufficient facilities. Especially in English teaching and learning subjects, considering that English is a foreign language.

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