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THE STUDENTS' PERCEPTION OF THE IMPACTS OF CLASSROOM PHYSICAL ENVIRONMENT TOWARDS STUDENTS' ENGLISH LEARNING MOTIVATION

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Abstract || The primary objective of this study is to examine the correlation between students' perceptions of the Classroom Physical Environment and their motivation to learn English at SMP Negeri 1 Biak Timur. A quantitative methodology was employed for both data collection and analysis. The research utilized a questionnaire to gauge students' perceptions of the physical classroom environment, alongside a motivation scale tailored for English learning. The research sample consisted of 30 randomly selected students. Results from the data analysis, conducted using the chi-square statistical test, revealed a calculated chi-square value of 17.0417, surpassing the critical value of 9.488 at a significance level of 0.05, with degrees of freedom of (df=4). This indicates a significant association between students' perceptions of the Classroom Physical Environment and their motivation to learn English. The implications of these findings for instructional methodologies are discussed comprehensively, along with suggestions for future research endeavors.

Keywords || Classroom Physical Environment, Learning Motivation, Student Perceptions

Abstrak || Penelitian ini bertujuan untuk mengkaji hubungan antara persepsi siswa terhadap Classroom Physical Environment dan motivasi belajar bahasa Inggris di SMP Negeri 1 Biak Timur. Pendekatan kuantitatif digunakan dalam pengumpulan dan analisis data. Instrumen penelitian terdiri dari kuesioner yang mengukur persepsi siswa terhadap lingkungan fisik kelas dan skala motivasi belajar bahasa Inggris. Sampel penelitian terdiri dari 30 siswa yang dipilih secara acak. Hasil analisis data melalui uji statistik chi-square, di mana nilai chi-square yang dihitung sebesar 17.0417 melebihi nilai kritis yang ditetapkan sebesar 9.488 pada tingkat signifikansi 0.05 dengan derajat kebebasan sebesar (df=4), menunjukkan adanya hubungan yang signifikan antara persepsi siswa terhadap Classroom Physical Environment dan motivasi belajar bahasa Inggris. Implikasi temuan untuk praktik pembelajaran dan saran untuk penelitian selanjutnya dibahas secara rinci.

Katakunci || Classroom Physical Environment, Motivasi Belajar, Persepsi Siswa

Introduction

The term “Classroom Physical Environment” encompasses all physical components within the classroom, including room layout, lighting, temperature, decor, and available amenities. The physical setup of a classroom holds considerable sway over students’ learning encounters. Particularly in the context of English language acquisition, the Classroom Physical Environment assumes a pivotal role due to the interactive and communicative nature inherent in language learning.

Primarily, attributes of a well-constructed Classroom Physical Environment can enhance student engagement in the English learning process. For instance, a thoughtfully arranged room layout fosters an ambiance conducive to collaboration and interaction between students and instructors. Adequate lighting and optimal acoustics further augment students’ attentiveness and comprehension of instructional content. Moreover, visually appealing and stimulating classroom adornments foster an environment conducive to nurturing students’ creativity and motivation for learning.

Furthermore, the Classroom Physical Environment also impacts students’ comfort levels during English language instruction. Maintaining a comfortable room temperature, ensuring good air circulation, and providing suitable amenities such as ergonomic seating and workspaces contribute to students’ sense of relaxation and concentration during the learning journey. Conversely, an uncomfortable or ill-suited physical environment may disrupt students’ focus and diminish their motivation to learn.

Within this framework, motivation to learn English emerges as another pertinent factor to consider. Motivation to acquire proficiency in English encompasses a multitude of internal and external influences that shape students’ eagerness to learn and excel in the language. Heightened motivation correlates with increased student engagement, heightened learning endeavors, and enhanced academic outcomes. Hence, in crafting a physical classroom environment conducive to English language acquisition, careful consideration of factors such as room arrangement, lighting, temperature regulation, and amenities is imperative to bolstering student learning motivation.

Prior studies have underscored the significance of the Classroom Physical Environment in English language acquisition and its impact on students’ learning motivation. One such study, conducted by Nwokedi (2023), accentuated the pivotal role of the classroom environment in

students' academic achievement and engagement, particularly in English language learning. Employing a mixed methods approach, this research delved into the influence of various classroom environmental factors on students' academic performance, encompassing the physical setting, teacher-student interactions, peer dynamics, instructional methodologies, and assessment practices. The study findings reveal that a conducive physical environment, positive interpersonal rapport, innovative teaching techniques, and equitable assessment methods significantly influence students' motivation and academic performance in English. Recommendations stemming from this research advocate for endeavors aimed at enhancing the classroom environment to foster language acquisition and improve academic outcomes.

Furthermore, research conducted by Aftika & Kher (2023) contributed significantly to comprehending students' perceptions of the physical classroom environment, particularly within the realm of English education. Utilizing quantitative descriptive methods and employing questionnaires as a data collection tool, this study indicates that students hold a favorable perception of the condition of their classroom's physical environment. These findings affirm the critical role of the classroom's physical setting in supporting student learning, particularly in English, which serves as a foreign language for the majority of students in Indonesia.

Nevertheless, insights from research conducted by Aryal (2019) offer additional perspectives that warrant consideration. Bhagwan Aryal's study sheds light on the impact of classroom arrangements on the academic progress of students aged 7-10 years, demonstrating that the classroom environment significantly influences the academic development of young learners. Meanwhile, the research by Bima & Adi (2021) elucidated the correlation between the classroom environment and students' motivation regarding speaking anxiety in the context of English education in vocational high schools. The findings from these two studies deepen understanding of the intricate interplay between the Classroom Physical Environment, learning motivation, and student academic achievements in English language learning.

Recent research conducted by Rance et al. (2023) underscores the significance of the physical classroom environment in the academic advancement of students aged 7-10 years. The study juxtaposed the impacts of two classroom environment types, namely "open plan" and "closed plan," on students' reading proficiency. The findings revealed that the closed classroom setting yielded a more favorable effect on the reading skills of young learners. These results affirm the critical role of

the classroom's physical environment in shaping students' motivation and performance in English language learning.

Consequently, this study aims to explore students' perceptions of their classroom's physical environment and how these perceptions can influence their learning motivation. Hence, this research endeavors to offer valuable insights for educators and educational practitioners in crafting learning environments conducive to fostering student motivation and academic achievement in English.

Classroom Physical Environment

The Classroom Physical Environment encompasses all the physical components within a classroom that shape the student learning experience. This encompasses room layout, lighting, temperature, noise levels, wall color, decor, facilities, and all other elements encountered by students during their time in the classroom (Tuan, 1979). Within an educational context, the Classroom Physical Environment serves as a "learning space" that establishes the context for interaction among students, teachers, and learning materials.

Various dimensions contribute to the Classroom Physical Environment, including the arrangement of chairs and tables, the configuration of the whiteboard, and the organization of space to facilitate interaction and collaboration (Pratiwi, 2018). Additionally, ensuring adequate lighting quality is crucial to support visual comfort and student concentration. Maintaining a comfortable temperature and implementing a sound ventilation system are essential for student well-being and enhanced focus (Rahmi & Diem, 2014). Moreover, maintaining acceptable noise levels to facilitate student comprehension and concentration is equally imperative. Utilizing color, decor, and other visual elements effectively fosters an engaging and stimulating atmosphere. Lastly, the provision of facilities such as audiovisual equipment, libraries, and accessibility accommodations for students with special needs is paramount.

Several factors influence the Classroom Physical Environment. The size and shape of the classroom can impact student interactions and influence levels of comfort and freedom of movement. The condition of the building and its infrastructure, including ventilation, heating, cooling, and insulation, significantly affect student comfort and well-being (Ellis, 2005). Furthermore, the quality and type of furniture and equipment available in the classroom influence the space's flexibility and its ability to accommodate diverse learning needs

(McGregor, 2004). Additionally, the arrangement of chairs and tables and the overall layout of the classroom can impact student interactions and their engagement in the learning process. Moreover, employing appropriate color schemes and decorations can foster a pleasant and conducive atmosphere for learning.

By considering these factors that influence the Classroom Physical Environment, educators can design a learning environment that is supportive and stimulating, thereby enabling students to reach their full learning potential. Therefore, it is crucial to take these aspects into account during classroom planning and design processes.

Motivation to Learn English

Motivation to learn English refers to an internal or external impetus that drives individuals to engage in the process of learning English, with the objective of attaining specific outcomes, such as enhancing language proficiency, acquiring new knowledge, or achieving academic and career objectives. The concept of learning motivation comprises two primary dimensions: intrinsic and extrinsic.

Intrinsic motivation stems from an individual's internal desire to learn English, driven by personal fulfillment or satisfaction derived from the learning process itself (Thohir, 2017). This may manifest as a profound interest in British culture, a desire to foster broader communication with individuals from diverse cultural backgrounds, or simply a quest to expand one's knowledge and understanding of the world at large. Within the realm of intrinsic motivation, individuals are propelled by their innate desires, motivating them to pursue English language learning autonomously, without relying on external incentives such as awards or recognition from others (Hayikaleng et al., 2016).

Conversely, extrinsic motivation arises from an individual's aspiration to attain external rewards or incentives, such as praise, acknowledgment, or material benefits (Cook & Junior, 2016). For instance, students may feel motivated to learn English in pursuit of achieving high scores on examinations, obtaining certificates of merit, or enhancing future employment prospects. In instances of extrinsic motivation, individuals tend to prioritize external achievements or rewards as their primary objectives, propelling them to engage in learning activities devoid of intrinsic needs or profound personal satisfaction (Ames & Jennifer, 1988; Urhahne & Wijnia, 2023).

An individual's motivation level in learning English can be influenced by the degree to which the learning objectives align with the

individual's personal needs, interests, and values. For instance, students with aspirations for international careers may exhibit heightened intrinsic motivation to acquire English proficiency. Moreover, past positive or negative experiences in English learning can also impact an individual's motivation level. Students who perceive themselves as proficient and successful in English learning tend to demonstrate greater motivation to pursue further learning endeavors. Additionally, support from educators, peers, and family members plays a pivotal role in bolstering motivation to learn English (Alizadeh, 2016). A nurturing and encouraging environment fosters students' self-assurance and enthusiasm for English learning. Engaging, stimulating, and relevant instructional methods further contribute to enhancing students' motivation.

Employing innovative, interactive teaching approaches that cater to individual learning needs fosters greater student engagement and motivation in English learning. Finally, accolades, acknowledgment, and commendation from educators or the educational milieu serve as potent extrinsic motivators for students to persist in their English learning endeavors. Hence, educators can devise effective pedagogical strategies to heighten students' motivation to learn English. Cultivating both intrinsic and extrinsic motivation among students aids in establishing a conducive learning atmosphere that nurtures and facilitates students' attainment of their optimal learning potential.

Methodology

This research employs a quantitative approach to gather and analyze data regarding students' perceptions of the impact of the Classroom Physical Environment on their motivation to learn English. A quantitative approach enables researchers to directly measure specific variables and discern relationships between them using statistical methods. The research methodology utilized in this study is descriptive research, which aims to delineate the characteristics of a phenomenon or population. In this instance, the research endeavors to elucidate students' perceptions of the Classroom Physical Environment and their motivation to learn English.

The study population comprises students enrolled in English courses at SMP Negeri 1 East Biak within a specific geographical area. The sample will be randomly selected from this population, with 30 students determined based on statistical requirements analysis, factoring in the confidence level and acceptable error rate.

The research instrument will comprise two primary components: (a) a questionnaire designed to gauge students' perceptions of the Classroom Physical Environment, and (b) a scale for assessing motivation to learn English. The questionnaire will be crafted based on pertinent literature and research objectives to ensure validity and relevance. Moreover, the instrument's validity will be scrutinized through content validity tests and empirical validity tests utilizing confirmatory factor analysis. The instrument's reliability will be assessed using the Cronbach's alpha test to measure internal consistency among its items.

Data collection procedures will involve disseminating questionnaires to respondents, retrieving completed questionnaires, and assessing the data's suitability for further analysis. Prior to data collection, researchers will secure permission and approval from the school administration, as well as informed consent from students and their guardians. Quantitative data analysis techniques will encompass utilizing statistical software such as SPSS (Statistical Package for the Social Sciences) to conduct chi-square statistical tests. The resultant analysis findings will be interpreted to derive conclusions and implications for future research.

Results

The participants in this study consisted of students attending English classes at SMP Negeri 1 East Biak Papua Indonesia. Data derived from the questionnaire reflects the outcomes of assessing students' perceptions regarding the Classroom Physical Environment. This encompasses various factors such as classroom layout, equipment availability, seating arrangement, the presence of instructional aids like whiteboards or LCD screens, and the display of English vocabulary-related images or posters. Additionally, data pertaining to students' motivation levels in learning English was also collected via questionnaires. Motivational factors such as interest in learning, access to educational resources, and eagerness to utilize technology such as computers and internet connectivity were evaluated. Presented below is a table illustrating the results obtained from assessing student perceptions of the Classroom Physical Environment.

Table 1. Students' Perceptions of the Classroom Physical Environment and Its Influence on Student Learning Motivation

No	Statements	Strongly Agree,	Agree	Neutral	Disagree	Strongly Disagree
1	A well-organized classroom structure enhances my comfort level during English class.	56.67%	26.67%	13.33%	3.33%	0.00%
2	In my English class, there are resources such as dictionaries, posted vocabulary lists, and examples of English expressions.	16.67%	50.00%	30.00%	3.33%	0.00%
4	Adjusting or replacing classroom seating contributes to my comfort and ease of study.	23.33%	10.00%	50.00%	6.67%	10.00%
6	Clear visibility of a whiteboard/LCD screen in the English class facilitates my concentration.	26.67%	30.00%	30.00%	6.67%	6.67%
7	I appreciate English classes adorned with abundant visual aids like pictures or posters depicting vocabulary.	20.00%	26.67%	26.67%	23.33%	3.33%
8	A classroom layout featuring chairs arranged in a 'U' shape improves my visibility of the front of the class.	53.33%	16.67%	3.33%	10.00%	16.67%
9	I am intrigued by English learning when teachers incorporate instructional aids into their lessons.	26.67%	46.67%	23.33%	3.33%	0.00%
10	Access to computers and Wi-Fi in the classroom facilitates my English studies and enables exploration of innovative learning methods.	20.00%	33.33%	36.67%	10.00%	0.00%

The data gathered from this research reveals that the majority of students hold positive perceptions regarding the physical environment within their English classrooms. More than half of the respondents agreed or strongly agreed that a well-structured classroom positively affected their comfort and learning experience. Furthermore, most students expressed agreement regarding the significance of furnishing the classroom with various supportive materials, such as dictionaries, posters, and English expression examples, which they believed enhanced their overall learning experience. These findings suggest that physical factors within the learning environment significantly impact students' perceptions and experiences in the context of English language acquisition.

Concerning motivation to learn English, the collected data indicates varying levels of agreement among students regarding the provided statements. The majority of students concurred with the statement suggesting that rearranging or replacing chairs could enhance their comfort during English class, highlighting the influence of physical aspects, such as seating arrangements, on students' comfort levels and, consequently, their motivation to learn. Additionally, many students expressed that their interest in learning English would increase if teachers utilized teaching aids during instruction. This underscores the importance of employing teaching aids to augment students' interest and motivation in English language learning by offering diverse visual or auditory stimuli to enhance overall engagement and learning efficacy.

However, disparities in student opinions emerge when considering certain aspects, particularly regarding the use of computers and Wi-Fi in the learning process. While some students acknowledged that technology could facilitate their English studies more effectively and efficiently, others maintained a neutral stance or even disagreed. This indicates variations in students' perceptions regarding the role of technology in English language learning, potentially influenced by individual preferences, comfort levels with technology, or past experiences with its utilization in the learning environment.

Analysis

The table presented below illustrates data concerning the correlation between the Classroom Physical Environment and motivation to learn English. This is achieved by computing the levels of student satisfaction and the frequency of observed occurrences. These data offer valuable

insights into comprehending how students' perceptions and experiences within the learning environment can impact their motivation to learn English. Through scrutinizing the relationship between classroom physical conditions, student satisfaction levels, and the frequency of observed factors, we can discern pertinent patterns and trends. This analysis facilitates the identification of actionable measures for enhancing the learning environment, thereby augmenting students' overall motivation and performance in English language learning.

Table 2. Relationship Among Satisfaction Level, Observed Frequency, and Expected Frequency

Level of Satisfaction	Observed Frequency (O)	Expected Frequency (E)
Strongly Agree	73	80
Agree	72	80
Neutral	64	40
Disagree,	20	24
Strongly disagree,	11	16

Moreover, the table below encapsulates the findings of the analysis, incorporating the significance level (α), degrees of freedom (df), and chi-square value obtained from a statistical test. These values play a crucial role in evaluating the significance of the relationship between the observed variables in the research. Specifically, in this context, these values are utilized to assess the correlation between the Classroom Physical Environment and motivation to learn English. By employing these statistical methodologies, researchers can ascertain the strength or significance of the relationship between physical classroom environmental factors and students' motivation to learn English, thereby enabling them to draw robust conclusions based on the collected data.

Table 3. Chi-Square Test

Significance Level (α)	Degrees of Freedom (df)	Chi-Square Value (χ^2)	Interpretation
0.05	4	17.0417	Reject H^0

Based on the data presented in the table above, an analysis has been conducted, revealing significant findings regarding the relationship between the Classroom Physical Environment and motivation to learn English. This analytical process entails utilizing the chi-square statistical test, wherein the calculated chi-square value of 17.0417 significantly surpasses the critical value set at 9.488, with a significance level of 0.05

and degrees of freedom of ($df=4$). Consequently, based on these outcomes, the null hypothesis (H^0), positing no relationship between these variables, is rejected. This rejection leads to the conclusion that there exists a noteworthy relationship between the Classroom Physical Environment and motivation to learn English, with a significance level set at 0.05.

The results of this data analysis offer a comprehensive insight into the influence of the Classroom Physical Environment on the motivation to learn English among students at SMP Negeri 1 East Biak. These findings elucidate in detail how factors within the physical classroom environment can impact students' levels of learning motivation. Moreover, they not only pinpoint specific aspects of the classroom but also delve into the connection between the physical conditions of the learning environment and students' attitudes toward learning English.

Furthermore, this analysis underscores the significant implications for designing a learning environment conducive to enhancing student motivation and performance in English language learning. These implications encompass endeavors to enhance classroom design, arrange layouts that facilitate student interaction and engagement, and implement instructional strategies that consider the physical context of the learning environment.

Discussion

The results of this study indicate a significant relationship between students' perceptions of the Classroom Physical Environment and motivation to learn English, offering robust empirical support for theories emphasizing the influence of the physical environment on learning motivation. These findings align with the research conducted by Aftika & Kher (2023); Nwokedi (2023); Pratiwi (2018); Rahmi & Diem (2014), which underscores that a conducive physical environment, characterized by adequate learning resources and a comfortable classroom ambiance, can enhance students' intrinsic motivation in the English language learning process. Thus, not only do the results of this study bolster prior findings, but they also underscore the importance of attending to the physical classroom environment as a determinant influencing students' overall learning motivation.

Moreover, these findings consistently align with previous research emphasizing the intricate interplay between various environmental factors and students' motivation levels (Aryal, 2019; Bima & Adi, 2021).

The research outcomes indicate that factors such as the physical classroom structure, availability of instructional aids, and technological resources in the learning environment significantly impact students' motivation levels. The implications of these findings are congruent with theories highlighting the integration of the physical classroom environment, teacher-student social interactions, and student motivation within the context of English language learning (Ames & Jennifer, 1988; Urhahne & Wijnia, 2023). Consequently, the findings of this study yield a deeper comprehension of the multifaceted relationship between environmental factors and students' motivation levels, thereby facilitating the development of more efficacious and sustainable learning methodologies.

The implications of these findings hold considerable relevance for enhancing English language learning practices across various educational institutions. English educators must prioritize classroom design to ensure that the physical environment fosters the learning process. This encompasses optimizing seating arrangements, employing clear whiteboards or LCD screens, and integrating captivating learning materials such as visuals, posters, or other instructional aids. Moreover, enhancing the utilization of technology in English language learning is imperative to facilitate interactive and engaging learning experiences. The incorporation of computers, Wi-Fi access, and other digital instructional resources enables students to access supplementary learning materials and fosters their interest in learning. Additionally, educators must recognize the significance of fostering positive relationships with students and cultivating an inclusive and supportive classroom ambiance. Effective interpersonal interactions between teachers and students can elevate student learning motivation and cultivate an enriching learning environment.

Conclusion

Based on the findings of the conducted research, it can be inferred that a significant relationship exists between students' perceptions of the Classroom Physical Environment and their motivation to learn English. A thorough analysis of the collected data unveils the pivotal role of the classroom's physical environment in shaping students' motivation levels within the context of English language learning. These findings underscore that tangible aspects of classrooms, including furniture arrangement, lighting, decor, and cleanliness, not only impact students' physical comfort but also shape their attitudes and interest toward the

English learning process. Hence, considering students' perceptions of the physical classroom environment is paramount to devising more effective learning strategies and fostering an environment conducive to sustaining motivation in English language learning.

Furthermore, the implications of these findings carry significant weight. Primarily, within the realm of educational practices, educators and institutions must prioritize and enhance the physical conditions of their classrooms. Attending to aspects such as classroom layout, seating arrangements, and the provision of instructional aids can positively influence students' motivation to learn. Additionally, the incorporation of technology in learning holds potential as a significant motivator for students. However, it is crucial to recognize that students' preferences regarding technology may vary, and the availability of technological resources must be balanced with an understanding of students' individual needs and preferences.

For future research endeavors, several suggestions merit consideration. Firstly, conducting longitudinal studies to track the impact of the classroom's physical environment on students' learning motivation over time could provide valuable insights. Moreover, expanding the scope of research to encompass additional variables that may influence learning motivation, such as teachers' instructional approaches or the level of social support within the classroom, could yield a more comprehensive understanding of the factors shaping motivation to learn English. Additionally, conducting in-depth qualitative research could offer valuable insights into students' experiences within the classroom environment and its influence on their motivation.

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