

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF PHYSICAL ENVIRONMENT ON
SPEAKING SKILL AT THE TENTH GRADERS OF SMAN 1
PUNGGUR CENTRAL LAMPUNG**

**By :
SETYAWAN NUGROHO
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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

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**AN ANALYSIS OF PHYSICAL ENVIRONMENT ON
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PUNGGUR CENTRAL LAMPUNG**

Presented as a partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

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APPROVAL PAGE

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SPEAKING SKILL AT THE TENTH GRADERS OF
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb



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Assalamu'alaikumWr.Wb.

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No. 4 - 2043 / In.2.1 / 0/PP.00.9/06/2024

An undergraduate thesis entitled: AN ANALYSIS OF PHYSICAL ENVIRONMENT ON SPEAKING SKILL AT THE TENTH GRADERS OF SMAN 1 PUNGGUR, Written by Setyawan Nugroho, student number 2001051034, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 20th, 2024 at 10.00 - 12.00.

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ABSTRACT

AN ANALYSIS OF PHYSICAL ENVIRONMENT ON SPEAKING SKILL AT THE TENTH GRADERS OF SMAN 1 PUNGGUR CENTRAL LAMPUNG

By:

SETYAWAN NUGROHO

The purpose of this study is to analyze the condition of the physical environment of the classroom in tenth grade students at SMAN 1 Punggur as well as to find out the impact of the physical environment on the speaking skills of tenth grade students at SMAN 1 Punggur. This study used qualitative method with descriptive qualitative approach, including observation, interview, and documentation to collect data. The data analysis techniques used in this research are data collection, data reduction, data presentation, and drawing conclusion.

The results showed that the favorable physical environmental conditions, such as lighting, air circulation, cleanliness, noise, and facilities, can significantly affect the learning process, including speaking learning. Regarding the impact of the physical environment on students' speaking skills, it was found that although the impact was not significant, students experienced problems in speaking learning such as mastery of grammar, vocabulary, pronunciation, and speaking fluency.

Keywords: *Physical Environment, Speaking Skill, Qualitative Research*

ABSTRAK

ANALISA LINGKUNGAN FISIK DALAM KETERAMPILAN BERBICARA PADA SISWA KELAS SEPULUH SMAN 1 PUNGGUR LAMPUNG TENGAH

**Oleh:
SETYAWAN NUGROHO**

Tujuan dari penelitian ini adalah untuk menganalisis kondisi lingkungan fisik kelas pada siswa kelas sepuluh di SMAN 1 Punggur serta untuk mengetahui dampak lingkungan fisik terhadap keterampilan berbicara siswa kelas sepuluh di SMAN 1 Punggur. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif kualitatif, meliputi observasi, wawancara, dan dokumentasi untuk mengumpulkan data. Teknik analisis data pada penelitian ini meliputi pengumpulan data, reduksi data, penyajian data, dan penulisan kesimpulan.

Hasil penelitian menunjukkan bahwa kondisi lingkungan fisik yang mendukung, seperti pencahayaan, sirkulasi udara, kebersihan, kebisingan, dan fasilitas, dapat mempengaruhi proses pembelajaran secara signifikan, termasuk pembelajaran berbicara. Mengenai dampak lingkungan fisik terhadap keterampilan berbicara siswa, ditemukan bahwa meskipun dampaknya tidak signifikan, siswa mengalami masalah dalam pembelajaran berbicara seperti penguasaan tata bahasa, kosakata, pengucapan, dan kelancaran berbicara.

Kata Kunci: *Lingkungan Fisik, Keterampilan Berbicara, Penelitian Kualitatif*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis in originally the result of the writer's research, in expection of certain parts which are expected from the blibiographies mentioned.

Metro, 11 June 2024

The writer



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Menyatakan bahwa skripsi ini asli secara keseluruhan adalah asli hasil dari penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 11 Juni 2024

Penulis




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MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ

“Be patient, surely Allah’s promise is true”.

(QS. AR-RUM: 60)

*“Transform your weakness into the strength and be light the glory
in your own way because the most important thing is to be happy
and do what you love”*

(Anntonia Porsild)

DEDICATION PAGE

Gratitude to Allah SWT who always bestows His grace and gifts to continue to accompany my steps in achieving the ideals and success of this study. All my struggles up to this point I dedicate to the two most precious people in my life. Life becomes so easy and smooth when we have parents who understand us better than ourselves. Thank you for being the perfect parents. For this simple work, I dedicate it to:

1. My beloved mother Sakinah who always provides support, affection and becomes my wonder woman, then for my Alm. Father Wawan Winardi who may not be able to accompany me at this moment, thank you very much for your love and affection during my childhood.
2. My beloved sisters Alifah Nita and my dear grandmother Sakinem who also always support me for the completion of this thesis.
3. My best friends who always accompany and help me Iqbal Widiansyah, Yuan Devina Bella, Dian Meilina, Nailatuz Zumaro and Aanda Citra, hopefully we can achieve our dreams together.

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Praise to Allah who created mankind in the best form and gave his blessing for all mankind around the world without exception. Prayers and blessings may always flow to the prophet Muhammad SAW, who guided us from age of darkness to an age full of light. May mercy and peace be upon him who is a source of inspiration for all mankind in living life as moslems.

This thesis is presented as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Department entitled: “An Analysis of Physical Environment on Speaking Skill at the Tenth Grader of SMAN 1 Punggur Central Lampung”.

In this time, the writer would express his deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah. M.Ag., PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd, BI, as the Head of English Education Department of IAIN Metro Lampung.
4. Ms. Ning Setio Wati, M.Pd, as the advisor valuable knowledge and support in finishing this thesis.
5. All my Lecturers who have provided knowledge to the researcher while studying at the State Islamic Institute of Metro.

6. To the head master of SMAN 1 Punggur Mr. Didi Nuryadi, M.Pd who has given permission to conduct research.
7. My extended family who have been waiting for me to become a scholar. There are no words that deserve my deepest gratitude for all the sacrifices, love, prayers and endless support.
8. My fellow students of the English Department who always provide motivation and support so that this thesis is completed.

Finally, in this study, researchers realized that this thesis was imperfect. Researchers want to apologize from the bottom of my heart if there are many mistakes. Then, the researcher expects the reader to give some suggestions and critics for perfect research.

Metro, 11 Juni 2024

The Researcher



SETYAWAN NUGROHO

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the most important skills that learners must practice to communicate effectively. It helps the learners to send and receive information or messages to others. Many learners can hone their ability to develop ideas when presenting material. They can understand about their knowledge through their communication as an active contribution¹. Therefore, it can support learners in achieving their goal in the communication.

As one of the basic skill of English, speaking has an essential role in learning process. Teaching speaking is implemented at many school as it is part of the curriculum. Basically, teaching speaking at school aims to make it easier for students to communicate and express ideas to others. In the process of teaching speaking, it is inseparable from environmental factors such as interaction with peers, teaching methods provided by teacher, and facilities in the environment. These factors are part of the physical environment of the classroom that influence the process of teaching speaking.

However, physical environment has an important role in supporting the achievement of speaking learning goals. It is because the physical environment can provide a sense of comfort as a place to learn while

¹ Dina A Al-Jamal and Ghadeer A Al-Jamal, "An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills," *English Language Teaching* 7, no. 1 (2014): 19–27.

facilitating social contact². Moreover, it provides opportunities for movement and everything related to refreshing students minds after facing monotonous learning³. Therefore, a comfortable physical environment will provide a better learning experience.

Based on the explanation above, the researcher conducted a pra-survey which was carried out on December 11 2023 at SMAN 1 Punggur. The result of the pra-survey were based on interviews from English teacher. It turns out that the result of the pra-survey show that there were still students who could not speak English fluently in the speaking learning process. It is also caused by the lack of learning media during teaching and learning process. In addition, students low motivation in learning speaking. Thus, this is a problem that causes students speaking skill to be very low.

Furthermore, the concept of physical environment has a very effective role in the learning process. This is supported by research conducted by Baafi, the study discusses the physical environment of schools and student academic achievement. The result of this study was that students in high schools with a pleasant physical environment performed better than those whose learning environment was not conducive. Based on empirical evidence, the researchers concluded that adequate school facilities play a role in creating a positive

² Mary C Hill and Kathryn K Epps, "The Impact of Physical Classroom Environment on Student Satisfaction and Student Evaluation of Teaching in the University Environment," *Academy of Educational Leadership Journal* 14, no. 4 (2010): 65.

³ Martinis Yamin, "Strategies and Methods in the Learning Model," *Jakarta: Press Group*, 2013.

educational climate⁴. This is in line with Puteh research which examines the relationship between the physical environment of classrooms and comfort in the learning process. The results of this research show that there is conformity in the physical aspects of the classroom that affect the comfort level of teaching and learning. Based on the data that has been studied, it can be concluded that comfortable facilities have a positive impact on teaching and learning activities⁵. Therefore, physical environment is very important because the availability of adequate facilities in the classroom is essential to support students in the learning process and facilitate teachers in the teaching process.

As previously explained, the physical environment in the classroom has a huge impact on improving students speaking skills. It can hinder students speaking skill and should be minimized in order to increase or improve students speaking skill. In this case, the researcher analyzed the physical environment on speaking skill of tenth grade students at SMAN 1 Punggur. Therefore, the researcher conducted a qualitative research entitled “An Analysis of Physical Environment on Speaking Skill at the Tenth Grader of SMAN 1 Punggur”.

⁴ Richard Kwabena Akrofi Baafi, “School Physical Environment and Student Academic Performance,” *Advances in Physical Education* 10, no. 02 (2020): 121.

⁵ Marzita Puteh et al., “The Classroom Physical Environment and Its Relation to Teaching and Learning Comfort Level,” *International Journal of Social Science and Humanity* 5, no. 3 (2015): 237–40.

B. Research Question

The research question as follows :

1. What the impact of physical environment on students speaking skill at tenth grader of SMAN 1 Punggur?
2. How the condition of physical environment at the tenth grader of SMAN 1 Punggur?

C. Objectives and Benefit of Research

Based on the problem formulation above, the research objectives as follow:

1. To analyze the impact of physical environment on students speaking skill at tenth grader of SMAN 1 Punggur.
2. To analyze how the condition of physical environment at the tenth grade of SMAN 1 Punggur.

The researcher hopes that this study will benefit not only the researcher, but also all students of SMAN 1 Punggur, English teacher at SMAN 1 Punggur, and institutions at SMAN 1 Punggur.

1. For the Students

This study aims to analyze the physical environment that influence tenth grade high school students skills to speak English, so that students can improve their skills to speak English more fluently and confidently, increasing their learning process.

2. For Teachers

This research hoped can provide benefits for English teacher in the process of learning English, especially for speaking skills. As teachers, they must create a learning program plan.

3. For the Other Researchers

This research hoped that can be useful for other researchers who want to conduct research on the same topic.

D. Prior Research

This research was conducting by considering several previous studies. The first prior research is done by Arghashi and Khalilavi with the research title “*Using the Physical Environment of the Classroom Representing Visual Cues to Boost speaking Iranian EFL Learner’s Speaking Skill*”⁶. This study aims at examining the use of physical environment of the classroom in providing the EFL learners with visual cues as a social interactive strategy in learning speaking skill. The quasi-experimental study involved two groups, EG and CG, with two different learning methods in two different physical contexts of the classroom. With 50 students from Payam Noor University, Iran. The results showed an improvement in EFL students' speaking skills through social interaction in a physical environment. While there was no significant difference in the pre-test, the post-test showed a significant difference where EG outperformed CG, demonstrating the success of the

⁶ Tooran Arghashi, Bahman Gorjian, and Maryam Khalilavi, “Using Physical Environment of the Classroom Representing Visual Cues to Boost Iranian EFL Learners’ Speaking Skill,” *Journal of New Advances in English Language Teaching and Applied Linguistics* 4, no. 1 (2022): 877–89.

physical environment strategy in improving students' social interaction and speaking skills. This study highlights the importance of visual cues in learning and offers insights for teachers to broaden students' participation in communication.

The similarity with this study is that it focuses on the physical environment influencing students' speaking skills. The differences between they research and this research are, that the research used quasi-experimental method while this research used qualitative research method and the research was conducted in university, while this research was conducted in Senior High School. In addition, this study only focuses on the physical environment that affects students' speaking skills, while the research used visual cues as an interactive strategy for speaking skills learning.

Second prior research is done by Qaiser and Hussain with the research title "*Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Students in Kohat Division, Pakistan*"⁷. This study aimed to evaluate the impact of the physical classroom environment on the academic performance of secondary school students. All students in Kohat Division, Pakistan who were at the secondary school level were the subject of the study. The study focused on the students of class 09 in Khurram Government Secondary School (Karak). A total of 40 students from the same class were selected as the sample using simple random sampling method. The study was experimental in nature and applied the "Pre-test-Post-

⁷ Qaiser Suleman and Ishtiaq Hussain, "Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Students in Kohat Division, Pakistan," *International Journal of Learning & Development* 4, no. 1 (2014): 71–82.

test Equivalent Groups Design". Based on statistical analysis, it was concluded that there is a significant influence between the physical environment of the classroom and the academic achievement scores of secondary school students. Classrooms equipped with good physical facilities have a significant positive influence on the academic achievement scores of secondary school students.

The similarity with this research is studying the physical environment and its relation to the academic field. Both of the researchers have different research samples. The study involved a sample of ninth grade junior high school students in Kohat division, Pakistan while this study involved tenth grade students of SMA Negeri 1 Punggur. Another difference lies in the research objectives. The study aimed to describe the impact of the physical environment of the classroom on academic achievement. Meanwhile, this study aims to analyze the impact of the physical environment on students' speaking skills. Another difference is from the method used, the research used an experimental method in nature applied through pre-test and post-test while this research used a qualitative descriptive method.

The third prior research is done by Sahin and Erden with the research title "*The Influence of the Physical Environment on Early Childhood Education Classroom Management*"⁸. This study aimed to evaluate the views of a group of early childhood education teachers in Ankara, Turkey, regarding the impact of the physical classroom environment on classroom management. Specifically, the research investigated teachers' views on the factors that

⁸ İkbal Tuba Şahin, F Tantekin-Erden, and H Akar, "The Influence of the Physical Environment on Early Childhood Education Classroom Management," *Eurasian Journal of Educational Research* 44 (2011): 185–202.

influence their classroom management practices, the influence of the physical classroom environment on the instructional process and the interaction between teachers and students and obtained recommendations from teachers on how to improve the physical environment.

The similarity with this research is studying the physical environment and its relation to the academic field. Another similarity is in the form of a research method similarity, namely the qualitative research method. Both of the researchers have different research sample. The research involves a sample of teachers in the early childhood education in Ankara, Turkey while this study involved the tenth grade of students Senior High School 1 Punggur. Another difference is in the research objective. That research aims to describing perceptions of a group of teachers in early childhood education regarding the impact of the physical classroom environment on classroom management. Meanwhile this research aims to analyze the impact of the physical environment on students' speaking skills.

This research was conducted by taking the perspective of three previous studies. From the first and second studies, researchers took a perspective on the similarity of the variables studied, namely analyzing the impact of the physical environment in the field of education. This is because researchers obtained information that the physical environment of the classroom has an important role in the learning process. Moreover, in the third study, researchers took a perspective on the similarity of research methods and

the similarity of the variables studied, namely qualitative research methods in analyzing the impact of the physical environment in the field of education.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Speaking Skill

1. The Definition of Speaking Skill

Speaking is an important skill in everyday communication to transmit information and maintain social relationships. It is a productive oral skill to convey information to a listeners¹. It is in line with Brown's theory. He stated that speaking is the ability to use spoken language to express thoughts in communication². Thus, speaking can be interpreted as a way productive skill to communicate, share information or message, express ideas, feelings, or emotions to others.

Speaking skills is an essential aspect of productive communication that involves both the speaker and listener. In the process of learning to speak, one must know the aspects or components of speaking itself. According to Brown speaking assesment criteria consist of five components that are generally recognized in analyzing the speaking processs. Those component consist of pronunciation, vocabulary, fluency, grammar, and comprehension³. Therefore, It

¹ Sanggam Siahaan, "The English Paragraph," *Yogyakarta: Graha Ilmu* 1 (2008): 1.

² H Douglas Brown, *Principles of Language Learning and Teaching: A Course in Second Language Acquisition* (Pearson, 2014).

³ *Ibid.*, 404-407

means that in speaking there are components as a measure of fluency and accuracy.

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. Speaking skill also have assessments benchmarks such as fluency, vocabulary mastery and correct pronunciation. Speaking plays a crucial role in daily life as all activities depend on communication. Through communication, humans can establish relationships, provide information, share and seek information. In other words, humans can fulfill their various needs through communication.

2. The Components of Speaking Skill

Speaking skills are recognized as perfect skills if they have several indicators or components that can be assessed including pronunciation, vocabulary, grammar fluency and comprehension. Wipf claimed there are five components that can be assessed in speaking skills⁴ :

a. Pronunciation

Pronunciation is a way for individuals to convey their words more clearly. Kline states that pronunciation enables the production of

⁴ Joseph A Wipf, "Evaluating Listening Comprehension and Speaking Proficiency of Prospective Student Teachers in German.," *ADFL Bulletin* 16, no. 2 (1985): 25–28.

words clearly when spoken⁵. Thus, although the grammatical structure and choice of vocabulary may be less precise, if pronunciation is done well, the message to be conveyed will be more easily understood by the listener. Fraser concludes that in speaking, aspects such as intonation, articulation, rhythm, phrasing, body movements, and eye contact have an important role in ensuring good understanding by the listener of the meaning conveyed⁶.

b. Grammar

Grammar is the arrangement of words into correct sentences, both in spoken and written language. Nelson & Greenbaum also describe grammar as a set of rules that allow words to be combined into larger units of language, thus forming complete and meaningful sentences⁷.

c. Vocabulary

According to Richards and Schmidt, vocabulary is a collection of lexemes consisting of single words, compound words, and idioms⁸.

Vocabulary becomes a very important basic capital in language

⁵ John A Kline, *Speaking Effectively: A Guide for Air Force Speakers* (Air university press, 1989).

⁶ Helen Fraser, *Teaching Pronunciation: A Guide for Teachers of English as a Second Language* (Melbourne, 2001).

⁷ Gerald Nelson and Sidney Greenbaum, *An Introduction to English Grammar* (Routledge, 2018).

⁸ Jack C Richards and Richard W Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Routledge, 2013).

proficiency, because it allows the expression of ideas, feelings, and thoughts in both written and spoken form.

d. Fluency

Fluency is the ability to speak fluently and precisely. It includes the ability to express oneself without being distracted. For example, in the context of classroom learning, teachers check students' fluency by giving them the opportunity to speak without interruption, thus practicing their fluency skills.

e. Comprehension

Comprehension is the ability to process the meaning of sentences heard or read. Understanding a foreign language is often considered difficult as it requires direct observation as well as verbal and nonverbal responses. Therefore, language comprehension includes accurate interpretation of what the speaker is communicating to the listener, while comprehension also involves the listener's ability to retrieve information more easily.

3. The Basic Types of Speaking

In the concept of speaking, there are several basic types of reference. According to Brown, there are five basic types of speaking including⁹ :

⁹ H Douglas Brown and Priyanvada Abeywickrama, "Language Assessment: Principles and Classroom Practices (Vol. 10)," *White Plains, NY: Pearson Education*, 2010.

a. Imitative

The first type is imitative, where students are tested on their ability to imitate the pronunciation of words, phrases and sentences. The purpose of this type is to focus on specific language elements rather than meaningful interactions. For example, a word repetition task is an imitative speaking test.

b. Intensive

The second type is intensive, which includes a variety of speaking performances designed to practice aspects of phonology or grammar. Examples of intensive assessment tasks include dialog and sentence completion, reading aloud, directed response tasks, and tasks with picture cues.

c. Responsive

The third type is responsive, where students are asked to create short conversations spontaneously. Unlike the previous type, responsive speaking involves authentic interaction and the evaluation includes a brief interaction with the interlocutor.

d. Interactive

The fourth type is interactive, which is similar to responsive but more complex and lengthy. Interactions in interactive speaking can include multiple exchanges and/or participants, and can take the form of transactional language for the purpose of conveying

information or interpersonal exchanges to maintain social relationships.

e. Extensive

The last type is extensive, or monologue, which involves telling stories, giving long speeches, or oral presentations. Interaction between the listener and the speaker is minimal, and the language used is often formal. Extensive speaking tasks usually involve complex and relatively long discourse, such as telling stories with picture cues.

4. The Functional Speaking Skill

There are various attempts to classify the function of speaking in human interaction. According to Brown and Yule, cited by Richards, the functions of speaking can be divided into three categories, namely speaking as interaction, transaction, and performance. Each of these categories has differences in form and purpose, thus requiring different teaching approaches.

Richards developed the concept of the three functions of speaking in human interaction as follows¹⁰:

a. Speaking as interaction

Speaking as interaction refers to conversation and social interaction when people meet. The purpose is to establish a comfortable social

¹⁰ Jack Croft Richards, *Teaching Listening and Speaking*, vol. 35 (Cambridge university press Cambridge, 2008).

relationship with others through greetings, small talk, and sharing experiences.

b. Speaking as transaction

Speaking as a transaction focuses on the message being communicated clearly and accurately, rather than on the social interaction between participants.

c. Speaking as performance

This includes public speaking, such as classroom presentations or speeches, with the purpose of conveying information to an audience.

5. Teaching Speaking Skill

Teaching speaking begins with teaching students how to speak English as their foreign language, with the expectation that they can pronounce the language appropriately. This process then involves coaching students to assess the correctness of their pronunciation.

Harmer explains that there are three main reasons for giving students speaking tasks¹¹:

- a. Practice: Free discussion gives students the opportunity to practice communicating outside the classroom.
- b. Feedback: Speaking tasks allow students to use their language and receive feedback from the teacher as well as fellow students.
- c. Engagement: Good speaking activities can motivate students. With full participation from all students and good feedback from the teacher, students will also feel satisfied with the activity.

In addition, Bashir explains that language learners need to understand the three areas of knowledge involved in speaking¹²:

¹¹ Jeremy Harmer, *How to Teach English*, vol. 62 (Oxford University Press, 2008).

- a. Mechanics: Using words correctly and proper pronunciation.
- b. Function: Knowing when clarity of message is important (transaction/exchange of information) and when precise understanding is not necessary (interaction/relationship building).
- c. Social and cultural rules and norms: Understanding the norms in speaking situations such as turn-taking, speaking rate, and relative roles of participants.

Thus, there are three aspects of language knowledge that language learners must understand, namely mechanics, function, and socio-cultural rules and norms.

6. The Assessment of Speaking Skill

To know the improvement students of speaking skills that has been achieved by students, their speaking ability will be measured by speaking aspects criteria adapted from Brown. There are five components have rating range from 1-5 with different weighting point from the lowest to the highest :

¹² Marriam Bashir, Muhammad Azeem, and Ashiq Hussain Dogar, "Factor Effecting Students' English Speaking Skills," *British Journal of Arts and Social Sciences* 2, no. 1 (2011): 34-50.

Table1.1
Indicators of Speaking Assessment¹³

Components	Score	Indicators
Pronunciation	1	Errors in pronunciation are common, but understandable to native speakers who are used to interacting with foreigners trying to speak the language.
	2	While accents are understandable, they are often somewhat incorrect.
	3	Generally, the errors do not interfere with comprehension and rarely bother native speakers. The accent may sound distinctly foreign.
	4	Errors in pronunciation are quite rare.
	5	They are equivalent to and fully accepted by educated native speakers.
Grammar	1	Errors in grammar are common, but speakers are understandable to native

¹³ Brown and Abeywickrama, "Language Assessment: Principles and Classroom Practices (Vol. 10)." 172-173

		speakers who are used to interacting with foreigners trying to speak their language.
	2	Can usually handle basic constructions fairly accurately, but does not have complete control or confidence in grammar.
	3	Has a good command of grammar. Able to speak the language with sufficient structural accuracy to engage effectively in a variety of formal and informal conversations on practical, social and professional topics.
	4	Able to use language accurately at all levels generally relevant for professional needs. Errors in grammar are rare.
	5	Equivalent to native speakers who

		have the same educational background.
Vocabulary	1	Speaking vocabulary is insufficient to express anything other than very basic needs.
	2	Has sufficient vocabulary to convey oneself with only a few sentences.
	3	Ability to speak the language with sufficient vocabulary to participate effectively in informal conversations on practical, social and professional topics. The extensive vocabulary means that it is rarely difficult to find words.
	4	Able to understand and engage in any conversation appropriate to his experience with a high degree of vocabulary precision.

	5	The speech is considered fully acceptable by educated native speakers, with all features including breadth of vocabulary, use of idioms, colloquialisms and relevant cultural references.
Fluency	1	(There is no specific description of fluency. See the other four language areas for an implied description).
	2	Able to handle social situations with confidence, though not fluency in most cases, including introductions and casual conversation about current topics, as well as information about work, family and life history.
	3	Able to review specific interests and skills fluently. Rarely struggles to find words.
	4	Able to use language fluently at all

		levels typically relevant to professional needs. Can participate in a variety of conversations within his/her range of experience with a high degree of fluency.
	5	Has complete language fluency so that his/her speech can be fully accepted by educated native speakers.
Comprehension	1	Within a very limited range of language experience, able to understand simple questions and statements with repetition, slowing down, or simplification.
	2	Able to understand most conversations on non-technical topics (i.e., topics that do not require specialized knowledge).
	3	Has fairly complete comprehension at the normal speed of speech.

	4	Can understand any conversation within the scope of his/her experience.
	5	Equivalent to a native speaker

B. The Concept of Physical Environment

1. The Definition of Physical Environment

Physical environment is the material conditions that individuals can see and feel to support their activities. In the context of education, the physical environment refers to all structures and facilities inside and outside the school, including buildings, facilities, air ventilation and lighting¹⁴. It includes all the facilities and infrastructure that make it easier for teachers to perform their duties at school. In addition, schools should also provide an inviting atmosphere and ensure the safety and health of learners.

Alex stated that physical environment is all the elements around students that can affect their ability to complete learning tasks¹⁵. In addition, it is a source of satisfaction, complaints, and as an increase in student achievement. Physical environment of the classroom needs to be well designed to provide comfort for classroom

¹⁴ Muhammad Saroni, "Lingkungan Sekolah Dan Pengembangannya," *Jakarta: PT. Raja Grafindo Persada*, 2006.

¹⁵ S Nitisemito Alex, "Manajemen Personalialia," *Ghalia Indonesia, Jakarta*, 2008.

users, namely teachers and students. Therefore, the teacher as the main facilitator must pay attention to these things.

In effective classroom management, the physical environment plays an important role. Physical environment should be well-designed and go beyond just the arrangement of items in the classroom. According to Santrock, there are principles that can be used in organizing the classroom, namely by reducing the density of traffic¹⁶. For example, by creating group study areas, organizing student benches, teacher desks, and storage locations for equipment and books. These areas should be separated as far as possible and made easily accessible to students.

2. Indicators of Physical Environment

The management of the school physical environment is carried out in order to create a safe, healthy and comfortable school environment through effective and efficient management of all facilities, infrastructure and the environment around the school. The benchmarks of the physical environment according to Supriadie and Darmawan are as follows ¹⁷:

a. Illumination or lighting

Lighting is the amount of irradiation in a work area needed to carry out activities effectively. Light in the workplace helps in

¹⁶ John W Santrock, *Educational Psychology* (McGraw-Hill, 2011).

¹⁷ Didi Supriadie and Deni Darmawan, *Komunikasi Pembelajaran* (PT Remaja Rosdakarya, 2012).

expediting the work process so that good lighting must be sought in the workplace. As with good lighting, it will make it easier for teachers to be faster and more accurate in carrying out their duties.

b. Air Ventilation or circulation

Air ventilation is an effort made so that temperature and humidity, dust, air exchange, pollution materials in the workspace meet health requirements. With good air ventilation, it will make it easier for teachers and students to carry out their workspace because they feel undisturbed by the air conditions.

c. Cleanliness

The work environment must be considered clean, both, the work environment inside and outside the workspace. A clean work environment provides a sense of comfort for teachers to carry out duties.

d. Facilities and infrastructure

Facilities and infrastructure in working conditions that can support in completing work, these conditions such as facilities and infrastructure needed in completing work.

e. Noise

The noise factor can interfere with a teacher in carrying out his work, noise can occur through transportation outside the school, or occur from within the school, namely the commotion of students in a class where is far from the noise factor and there are no noisy

students, it will make it easier for teachers to carry out all their duties in a timely manner.

3. Principle in Managing Physical Environment

In principle, a good classroom physical environment is a classroom that is attractive, effective, and supports students and teachers in the learning process. In this regard, Winataputra suggest the principles that a teacher needs to consider in organizing the physical environment of the classroom. These principles are as follows¹⁸ :

a. Visibility

Visibility means that the placement and arrangement of items in the classroom do not interfere with students views, so that students can freely see the teacher, objects or activities that are taking place. Conversely, teachers should also be able to see students during the learning process.

b. Accessibility

The arrangement of the space must be able to make it easier for students to reach or take the items needed during the learning process. In addition, the distance between seats must be sufficient for students to pass so that students can move easily and not disturb other students who are working.

¹⁸ Udin S Winataputra, "Strategi Belajar Mengajar," *Jakarta: Pusat Penerbitan Universitas Terbuka*, 2003.

c. Flexibility

Items in the classroom should be easily arranged and moved to suit learning activities. Such as seating arrangements that need to be changed if the learning process uses discussion methods and group work.

d. Comfort

The comfort referred to here relates to room temperature, light, sound, and class density. These factors must get enough attention.

e. Beauty

The principle of beauty is related to teachers' effort to organize a classroom that is pleasant and conducive to learning activities. A beautiful and pleasant classroom can have a positive impact on students' attitudes and behaviour towards the learning activities carried out.

4. Factors of Physical Environment

There are many factors that affect a student's ability to speak. Factors in the physical environment have an impact on the activity and communication of people with communication difficulties. Examples of factors that affect communication are noise and furniture arrangement.

The following are some of the factors of the physical environment of the classroom that affect speaking skill proposed by Qaiser¹⁹:

a. Thermal factors

Thermal factors refer to the heating and ventilation in the classroom and are generally out of the teacher's control. Thermal factors should not be too hot and should not be too cold, because an environment that is too warm causes children to become discouraged. This means that the ideal environment allows the teacher to differentiate the room temperature according to the students' activities in each room. The students can gain knowledge that a reasonable temperature and a constant temperature can have a positive impact on students' health and learning.

b. Spatial factors

Spatial factors are related to space management and have a great impact on behavior especially in communication. Seating students at the front seems to increase students' participation to speak in class, while seating students at the back will make it harder for students to participate and make them more reluctant to speak.

c. Visual factors

Visual factors refer to the quality of lighting in different parts of the classroom. Students can be affected by too much or too little

¹⁹ Suleman and Hussain, "Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Students in Kohat Division, Pakistan." 72-73

environmental lighting so the classroom should have appropriate lighting. Visual aspects of the environment, such as lighting, visibility, and spatial layout, influence speaking skills by affecting the visibility of facial expressions, body language, and nonverbal cues. Adequate lighting and unobstructed visibility allow speakers to convey messages more effectively through gestures, facial expressions and eye contact, thereby increasing audience engagement and understanding.

d. Acoustic factors

Acoustic factors are factors that interfere with communication in conveying messages. Acoustic factors are related to noise. Noise is an important factor to assess in the classroom as it relates to several classroom components such as achievement, spatiality, cognition, privacy, and crowding. background noise can make it difficult for students to listen and learn the material, when students are trying to focus on the lesson delivered by the teacher or are having a discussion.

CHAPTER III

A RESEARCH METHOD

A. Types and Characteristic of Research

The researcher conducted a qualitative research. According to Creswell, qualitative research is an approach to exploring and understanding the meaning given by individuals or groups to a social or human problem¹. It can be said that qualitative research methods are research methods that aim to explore or explore certain phenomena or problems. Furthermore, Kalof said that qualitative research uses more words and sometimes pictures than numbers². It can be concluded that qualitative research is research that explores a phenomenon by describing it with non-numerical language in context and can help researchers to get information from data so that researchers can describe in detail from the data.

In addition, qualitative research also aims to understand, describe, and explain phenomena using narratives. This research process involves collecting descriptive data both written and oral from participants as well as observed behavior. This research also includes descriptive studies to obtain current information, identify problems, make comparisons or

¹ J Bradley, "John W. Creswell, Research Design: Qualitative and Quantitative Approaches," *LIBRARY QUARTERLY* 66 (1996): 225.

² Linda Kalof and Amy Dan, *Essentials of Social Research* (McGraw-Hill Education (UK), 2008).

evaluations, and study the experiences of others to support the decision-making process.

In this case, the researcher considered the importance of the physical environment of the classroom affecting English speaking skills to be explored. The researcher decided to use qualitative research to analyze the impact of physical environment on English speaking skills of tenth grade students at SMAN 1 PUNGGUR.

The characteristics in this study focus on descriptive qualitative research. The researcher took a survey which can be used to describe the phenomenon and conclude. The purpose of using surveys for descriptive research is to get a good measure of certain things. Descriptive qualitative analysis involves describing the general characteristics of the data. Descriptive qualitative research is useful because it can provide important information about the average group member.

In line with the explanation above, the purpose of this study is to analyze the impact of the physical environment on students' speaking skills in the tenth grade of SMAN 1 Punggur.

B. Data Resources

In this study, the reseracher divides the source into two items. They are primary nad secondary.

1. Primary Sources

Primary data sources are direct data sources that provide data to data collectors. This means that the data is obtained directly from the main source. The data is obtained by conducting interviews with respondents or informants. The sampling was done purposively, meaning that the technique of determining the sample with certain considerations.

In this study, primary data sources were obtained directly from the main subject, namely the tenth grade of SMAN 1 Punggur.

2. Secondary sources

Bruce states that secondary sources involve oral or written information from individuals who were not directly involved in a particular event at the time³. This could be documented data or reports that already exist.

Secondary data sources are expected to support the author in revealing the data needed in the research, so that the primary data sources become more complete. The secondary data that researchers use comes from interviews, documentation, journals, e-books, and articles related to the research.

C. Data Collecting Technique

Qualitative research generally follows an inductive approach where data collected from data analysis is used to develop theories or interpretations. Data collection is the process of gathering specific

³ L B BURCE, "Qualitative Research Method for the Social Sciences" (Published by California State University, 2001).

evidence that allows the researcher to analyze the results of all research activities with predetermined designs and procedures.

Data is a key element in research because it provides the necessary material for data generation. This data provides direction and definitive answers to the research questions posed. Every research question must be answered with certainty. Data is very important in the context of scientific research because it supports the various arguments found.

Researchers have various data collection techniques, including in-depth interviews, participant observation, and document analysis. In this study, the researcher chose to use document analysis to collect data on the impact of the classroom physical environment on students' speaking ability.

In order to collect data, the researcher used three techniques, namely observation, documentation, and interviews.

1. Observation

Observation is an activity of careful of a particular object directly at the location of the research. In addition, observation also includes recording activities carried out systematically about all the symptoms of the object under study.

2. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, written figures and images in the form of

reports and information that can support research. In this research, the researcher was to collect data from the students speaking test result.

3. Interview

Interviews is systematic and organized conversations conducted by researchers as interviewers with a number of people as respondents or interviewees to obtain a number of information related to the problem under study. According to Martha and Kresno, generally qualitative research uses a small sample size. Even in some studies only use one informant. However, this must be based on two conditions, namely the adequacy and suitability of the respondent. This is because if the follow up respondent no longer appears new information, the informant is declared sufficient to track the existing variations.

D. Data Analysis Technique

The most important part of the research process is to analyze the data, as the results form the conclusion of the entire study. Data analysis involves an in-depth look at the collected material to explore the specific facts or meanings contained within it. This process involves deconstructing complex elements of the data into simpler parts, then putting the parts back together in a new order for the purpose of interpretation. Qualitative data often takes the form of words, such as descriptions, observations, impressions, notes, and the like. Therefore, researchers must group, categorize, or code the data so that it can be explained and interpreted effectively. In the context of qualitative research,

data analysis involves two important aspects, namely text analysis to understand meaning in depth and the development of descriptions and themes that emerge from the data.

The researcher would apply Miles and Huberman model to analyze the data. The components of this analysis model are pictured by this figure.

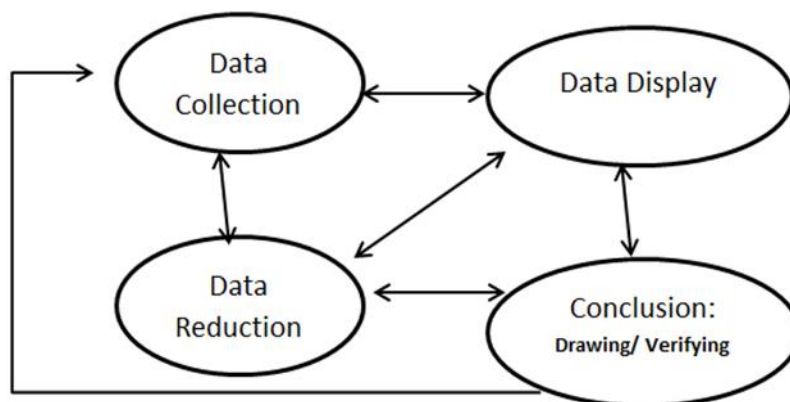


Figure I. Analysis Components of Miles and Huberman Model

Data analysis according to the Miles and Huberman model involves a series of steps as follows⁴:

1. The first stage is data collection, where the researcher collects all the information needed to complete the research.
2. Next, the researcher conducted data reduction by summarizing and selecting specific elements from the data that had been collected.

⁴ Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994).

3. To display the data, researcher usually uses using graphics, diagrams, or charts. The display should be able to describe the content entire the data.
4. The final step is verifies, where researchers make conclusions based on the findings from data analysis.

Therefore, data analysis has various important functions in the research context, including transforming raw data into meaningful information, testing null hypotheses, generating significant findings, providing descriptions or generalizations, and calculating certain parameters.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Location

1. Profile of SMAN 1 Punggur

a. The Brief History of SMAN 1 Punggur

Prior to the expansion of sub-districts in Central Lampung Regency, Punggur Sub-district already had a State Senior High School which was built in 1979 located in Kotagajah Village. To improve public services to the community, in 2001, Kotagajah became a definitive sub-district separate from Kecamatan Punggur and the name of SMA Negeri Punggur changed to SMA Negeri 1 Kotagajah because it was located in the area of district Kotagajah, so that district Punggur no longer had a SMA Negeri.

With the implementation of Regional Autonomy, the progress of development and the welfare of the people in the region depend on the quality of its Human Resources. In connection with this, the Punggur Sub-district Head (Drs. Rusnadi, M.Si) made a strong effort to promote education in his working area, namely by trying to build a State Senior High School in Punggur Sub-district. The desire of the Punggur Sub-district Head for a State High School in his working area was welcomed by the people of

Nunggal Rejo Village. So on February 26, 2002 the people of Nunggal Rejo Village donated 1.5 hectares of Nunggal Rejo village land with Deed of Land Grant Number: 04/PGR/2002 dated April 24, 2002 to the Central Lampung Regency Government Cq. Department of Education Tourism Arts and Culture, to be used as the location of the SMA Negeri 1 Punggur building. So in 2002 the Central Lampung District Government built the SMA Negeri 1 Punggur building on the land granted by the community of Nunggal Rejo village. The presence of SMA Negeri 1 Punggur in Nunggal Rejo village is expected to have a positive effect on improving the quality of education and the income of the people of Nunggal Rejo village in Punggur Sub-district.

SMA Negeri 1 Punggur began accepting new students based on the decision of the Head of the Central Lampung Regency Education, Tourism, Arts and Culture Office Number: 420/003/05/D.8/2003 dated March 17, 2003, thus the Learning and Teaching Activities of SMA Negeri 1 Punggur began in the 2003/2004 academic year.

At the beginning of its establishment, the management and guidance of SMA Negeri 1 Punggur was carried out by the Head of SMA Negeri 1 Kotagajah (Drs.Syatbi Tahmid, M.M). Because SMA Negeri 1 Punggur did not have definitive teachers and administration, the Head of SMA Negeri 1 Kotagajah assigned one

of the vice principals of SMAN 1 Kotagajah (Drs. Sontang Simanjuntak) to manage SMA Negeri 1 Punggur. Teachers came from several public schools and administrative staff as honorary staff from the Nunggal Rejo village community.

b. Vision and Mission

1. Vision

The vision is realization of quality human resources in devotion, mastering science and technology, noble character, and environmental insight.

2. Mission

The mission of SMAN 1 Punggur as follow :

- a) Prepare future leaders who are able to master science and technology, have high fighting power, are communicative and have noble character, have a strong foundation of faith and piety, and have a spirit of unity in the frame of diversity.
- b) Forming Professional Educators and Education Personnel Resources in an Effort to Realize Continuous, Convergent, and Concentric Education.
- c) Making Sman 1 Punggur a reference school in the development of science and technology teaching and imtaq for other educational institutions.

B. Description of Research Data

1. The Result of Observation

This research was conducted at SMAN 1 Punggur on May 14, 2024. This research was conducted to the students of class X.1 SMAN 1 PUNGGUR. The researcher initially started the research by observing the teaching and learning process in class X.1. The researcher focused on the teaching and learning process of speaking and the physical environment of the classroom. This observation was related to all activities carried out by teachers and students as well as interactions during the teaching and learning process.

While making observations, the researcher filled in the observation sheet that had been previously provided. The researcher entered the classroom. The researcher observed the speaking learning process. While the teacher taught the speaking material to the students, the researcher observed every step and detail done by the teacher. On the observation sheet, the researcher put a checklist mark on each step and detail in the speaking learning process.

After observing the teaching and learning process of speaking directly in the classroom, the researcher concluded that the classroom atmosphere in learning speaking is quite conducive it is because when the teaching and learning process takes place, the students prepare themselves well when the learning begins, students also pay attention when the teacher is explaining the material besides that students are

quite active during the learning process they are happy to answer questions from the teacher, but there are some students who look passive when learning takes place it can be seen from their silent response when the teacher asks. Moreover, when learning takes place students do not use media and the teacher only provides material through explanations based on the material book and occasionally the teacher writes on the blackboard. In addition, some students seemed comfortable with the physical environment in the classroom. In this case, the physical environment includes lighting, cleanliness, air circulation and learning facilities that support the learning process, especially speaking learning.

Furthermore, during the observation process, the researcher observed and saw that students were quite comfortable with the lighting conditions of the classroom because the lighting came from the lights and outside the classroom, students also felt comfortable with the air circulation that entered regularly through the ventilation, then students felt uncomfortable with the cleanliness of the classroom because of the garbage that was around them. In addition, the facilities used by students are less supportive for speaking learning.

Based on these findings, it can be said that the physical environment in the classroom is sufficient to support the learning process thus students and teachers feel comfortable when the teaching and learning process is carried out. Referring to the teaching and

learning process, it is clear that the physical environment has an important role in the learning process.

2. The Result of Interview

a. The condition of Classroom Physical Environment

To support the data, researcher also used interviews. Interviews were given to teacher and students to find out their opinions regarding the condition of classroom physical environment. In addition, the interviews also aimed to find out how the classroom atmosphere was maintained. There were several questions that researcher asked teacher and students about the conditions of the physical environment of the classroom. After all the questions were given to the teacher and students, the researcher analyzed the statements by teacher and students.

In this study, there were five participants that the researcher could collect data from through interviews. The five participants consisted of one English teacher and four students. The pseudonyms of the five participants are as follows, for example: Irene Joohyun (IJY) Jennie Kim (JKM) written after the interview quote means that the quote is from Irene Joohyun. The following is an explanation of teacher and students about how the condition of classroom physical environment:

1) Teacher and students explanation about the condition of physical environment

a. Lighting

Lighting plays a big role in creating a learning atmosphere. Poor lighting will make the atmosphere of the room gloomy and can disturb and even damage vision.

This is in accordance with interviews conducted by researchers with Mam PNI. The result of interview, as follows:

“When we study, the lighting in the classroom should be in good condition, if the lighting from the window does not represent it, it can be through the lamp so I think it is very influential, especially for students vision”. (MAM PNI)

The teacher argued that, lighting is very influential in teaching and learning process, and the four students stated:

“For me, it has an effect, especially since I sit at the back so my vision is less so I need sufficient lighting and I myself am also comfortable with it.” (AQL)

“Actually, for me it is influential but I myself am not comfortable because for example the lighting from the window is hot and some friends also don't really like it when the curtains are opened.” (KYL)

“I think, it has an effect because if the lighting is comfortable enough, it can help focus when studying.” (MRF)

“Actually, I'm uncomfortable with lighting because if the curtains are opened and usually the reflection is directly in the eyes, so I prefer lighting that is a little darker.” (IFN)

Based on this explanation, it can be concluded that lighting can affect the learning process. The better the quality of lighting, it will have an impact on significantly increasing students learning concentration.

b. Facilities

In this case, facilities also play an important role in the learning process. The facilities in question are learning facilities that can support learning.

Based on this explanation, the following is a statement from MAM PNI and students regarding learning facilities:

“Yes, in my opinion it has been quite helpful, but if you talk about facilities to help speaking lessons it has not been like for example audiovisual facilities or projectors that help students to practice speaking it has not, because it is limited in number even though these facilities are needed because they can improve the quality of learning and student interest in learning, especially for speaking lessons.” (MAM PNI)

Students stated that:

“In my opinion, not yet because the facilities are incomplete, for example, the LCD can help learn speaking and not make bored when learning, so when learning speaking Mam Peni only uses the material book.” (AQL)

“Honestly, the facilities in the classroom are quite complete, but learning facilities such as media are not yet so speaking learning is also limited.” (FRA)

“In my opinion, the facilities are just enough but for learning facilities, it's really lacking, especially for learning speaking, make sure can use videos and then display them on the LCD but because the number of LCD is less, so they are not used for learning.” (MRF)

“I don't think it meets the standards but yes, for learning it is quite helpful.” (IFN)

Based on this explanation, it is found that the facilities are still lacking to help the speaking learning process. This is due to limited number of facilities owned by the school.

c. Noise

Noise can affect students' ability to communicate effectively. High noise can interfere with students' ability to hear and understand other voices, and reduce their ability to speak clearly and effectively. In some cases, noise can make it more difficult for students to focus on the material being studied and reduce their ability to develop good speaking skills.

This is in accordance with interviews conducted by researchers with Mam PNI and the students. The result of interview, as follow:

“Actually the noise is very disturbing but if the noise made by students in speaking lessons must occur because it is directed they practice speaking, communicating and interacting so it must produce sound but if the noise created is not directed it is very disturbing and makes the quality of learning low. To overcome this, our voice must be louder than theirs when giving warnings or attention to be quiet so they will be quiet by themselves.” (MAM PNI)

Students stated that:

“For me, noise is very disturbing and can make me not focus on learning because I'm a quiet person when learning, but for learning speaking I don't think it's too influential because we practice speaking so there must be sound.” (AQL)

“Yes, it's definitely annoying but when learning speaking I think there should be noise.” (FRA)

“I feel very disturbed because when the teacher explains in a low voice, it can't be heard so I don't understand what is being said.” (IFN)

“If it's really disturbing it can make the focus of learning lost so indeed when learning must be with calm conditions, but noise when learning speaking may not be too disturbing.” (MRF)

Based on the interview results above, noise can have a negative effect on students' learning process. But in the context of speaking lessons, noise is necessary because it helps students to communicate and interact.

d. Air Circulation

Air circulation in learning has a significant influence on students' learning concentration. This is because good air circulation can make the air around the room better, reduce the risk of infection, and ensure balanced air quality for health.

This is in accordance with interviews conducted by researchers with Mam PNI and the students. The result of interview, as follow:

“For me it is very influential, for example, humid air will interfere with student health so during the learning process students need healthy air or natural air.” (MAM PNI)

Students state that:

“For me, I'm comfortable as long as I keep the window open so that the air that comes in is fresher and not stuffy.” (AQL)

“In my opinion, it has an effect when we study, we definitely need a comfortable place, especially since the weather is sometimes hot and stuffy so the air circulation must also be good.” (FRA)

“Sometimes it's comfortable but sometimes it's not because if the window is opened it's hot so I just rely on the fan.” (IFN)

“If I think it's comfortable, it depends on where I'm sitting, I happen to sit in the front so the air comes in through the door.” (MRF)

Based on these findings, it can be explained that air circulation greatly affects learning. Therefore, special attention

should be paid to air circulation in classrooms to improve learning quality and student health.

e. Cleanliness

The cleanliness of the school environment motivates students to come to study hard, thus increasing their motivation to learn. In addition, classroom cleanliness is also closely related to students' learning focus. If the classroom is clean, beautiful and well-organized, then it is likely that comfort in the learning process will be achieved, and students can focus more on learning.

This is in accordance with interviews conducted by researchers with Mam PNI and the students. The result of interview, as follow:

“Cleanliness is very influential, of course, because if you study in dirty class conditions, you must feel uncomfortable, as a teacher I am also like that, the class must be clean so that the learning process is comfortable.” (MAM PNI)

Students stated that:

“In my opinion, the cleanliness in the class is still lacking because students who do not carry out picket lines so it really needs their own awareness about cleanliness.” (AQL)

“For me, it is uncomfortable because many in the class are not diligent so trash is still scattered around.” (FRA)

“If I think it's uncomfortable, especially when learning starts, it must be really annoying, such as dust that is not clean when swept.” (IFN)

"It's uncomfortable because the main problem is that the picketers don't want to sweep and the cleaning is not clean."

(MRF)

Based on the findings above, cleanliness affects the learning process. The cleanliness of the school and classroom environment also has implications for students' learning concentration. If the classroom is dirty, then students will not feel comfortable and cannot focus on learning.

b. The impact of Physical Environment on Speaking Skill

Based on the researcher's interviews with students about the impact of the physical environment on speaking learning in their classrooms, it was found that there are both positive and negative impacts of the physical environment. Students believe that all these impacts play an important role in the teaching and learning process in the classroom. Therefore, they stated:

"I don't think the effect is significant, but when the physical environment of the classroom is supportive, I feel more comfortable while learning, so I can focus more on understanding the material delivered by the teacher. Although the learning atmosphere is comfortable, I still face difficulties in some aspects of learning to speak, such as mastering grammar and pronunciation, because I think these things are very difficult to learn". (AQL)

"I think that when learning in a neat classroom environment, I can concentrate more and understand the material taught by the teacher. However, I have difficulty in

learning vocabulary when learning to speak because I think some words are difficult to interpret". (FRA)

"I think it may have little effect, but learning in a dirty and dark classroom makes me uncomfortable and difficult to concentrate, so I cannot understand what the teacher is saying. Moreover, when learning speaking material, I have to focus and concentrate fully because there are aspects of fluency and vocabulary in speaking that are very difficult, because I am not proficient in English". (IFN)

"I don't know the exact effect, but I think when learning in a comfortable class and with a supportive environment, the learning process becomes more enjoyable. The explanation from the teacher can be understood, especially in learning speaking which involves some speaking practice. Despite the pleasant learning atmosphere, I still have difficulty in learning grammar. However, I try to practice it by composing sentences little by little, although not necessarily in accordance with grammar rules". (MRF)

From the student interview excerpts above, it is known that the four students have different views. According to student AQL, the physical environment that supports learning makes her comfortable and able to focus on the material taught by the teacher, although she faces difficulties in mastering grammar and pronunciation during speaking lessons. KYL agreed that a tidy physical environment improved her concentration, but she had difficulty in learning vocabulary which she considered very difficult. In contrast to them, student IFN believes that a dirty and

dark classroom interferes with the learning process, especially in speaking lessons. He considers vocabulary and fluency as the most difficult aspects of learning. Meanwhile, student MRF stated that the supportive learning environment made the learning process more enjoyable, especially in speaking practice. His main difficulty is the mastery of grammar, which she finds difficult to make correct sentences. From the opinions of the four students, it can be concluded that the physical environment has both positive and negative impacts on the learning process, and each student has their own difficulties in understanding speaking learning.

C. Discussion

Based on the results of research that has been conducted by researchers through interviews with tenth grade 1 students regarding the classroom physical environment in speaking class, the researcher will provide a discussion related to the research results. This discussion was conducted to answer research questions in this study, such as: How the condition of classroom physical environment at the tenth graders of SMAN 1 Punggur and What are the impact of physical environment on speaking skill at the tenth graders of SMAN 1 Punggur?

a. The condition of classroom physical environment

In previous chapter explained that the physical environment in education includes all the elements around students that can affect their

ability to complete learning tasks, such as lighting, air circulation, cleanliness, noise, and facilities. This physical environment has a significant influence on the teaching and learning process, especially in speaking learning.

Based on the result research, the researcher found that the physical environment in class X.1 are quite conducive and supportive of the learning process. The result was obtained from interview with students and English teacher regarding the condition of physical environment of the classroom. The first result found was, the teacher argues that the lighting in the classroom is sufficient to support the learning process as good lighting can improve students' learning concentration as well as classroom comfort. Four students also agreed that lighting is very influential in classroom learning because comfortable lighting helps their vision and improves the effectiveness of the teaching and learning process. This finding is in line with Wibowo research which states that a good lighting system is important to improve the effectiveness of classroom learning. The better the quality of lighting, the more significant the increase in learning concentration.¹

The next result is, teachers argue that air circulation in the classroom is very important. Humid air can harm students' health, so

¹ Rekso Wibowo, "Sistem Pencahayaan Alami Dan Buatan Di Ruang Kelas Sekolah Dasar Di Kawasan Perkotaan." (Sam Ratulangi University, 2017).

healthy and natural air is needed during the learning process. The students also agreed that air circulation greatly affects their learning comfort. They argue that good air circulation improves their health and concentration while learning. This is in line with Mutmainah and Larosa research which states that good air circulation has a significant effect on students' academic performance by increasing learning productivity².

Regarding cleanliness in the classroom, teachers stated that the level of cleanliness greatly affects students' comfort. According to him, the classroom environment must be clean so that the learning process is not interrupted by garbage around. Students also argue that the cleanliness in the classroom is still lacking so they feel disturbed during the learning process. They also revealed that maintaining classroom cleanliness will make it easier for them to learn and feel comfortable. This is in line with Syamsuri and Nurhadi research which states that classroom cleanliness affects student learning concentration and reduces the risk of spreading disease³.

The next is, regarding the noise around the classroom, teachers argue that noise can affect the thinking process, concentration, and learning quality. However, the noise that students make during speaking practice must occur because they are interacting and

² Nur Mutmainnah and Esta Larosa, "Evaluasi Kualitas Udara Pada Ruang Kelas Di Sekolah Sekitar Kawasan Pabrik Semen Tonasa," *Jurnal Linears* 6, no. 1 (2023): 48–55.

³ Imam Nurhadi Anugerah, "Pengaruh Kebersihan Kelas Terhadap Konsentrasi Belajar Siswa," *Cendekia Sambas* 1, no. 1 (2020).

producing purposeful sounds. Students also argue that noise greatly interferes with their learning effectiveness and concentration. This finding is in line with Gilavand and Jamsihidnezhad research which shows that noise in the classroom can interfere with the process of thinking, concentrating, speaking, listening, and affect the quality of learning⁴.

The next is, regarding classroom facilities, the researcher found that the facilities used during learning are less supportive because they are limited in number. This results in learning not fully utilizing existing facilities, especially in speaking lessons. Limited facilities such as audiovisuals or projectors affect the quality and motivation of students' learning. This is in line with Fathoni and Subandi findings which show that complete learning facilities can motivate students to learn at school and make it easier for teachers and students to achieve effective learning goals⁵.

b. The impact of physical environment on speaking skill

Based on the research, the researcher found that the influence of the physical environment on students' speaking skills was not very significant. Students stated that the physical environment has more

⁴ Abdolreza Gilavand and Amir Jamshidnezhad, "The Effect of Noise in Educational Institutions on Learning and Academic Achievement of Elementary Students in Ahvaz, South-West of Iran," 2016.

⁵ Muhammad Rezza Nur Fathoni and A Sobandi, "Dampak Fasilitas Belajar Dan Kesiapan Belajar Dalam Upaya Meningkatkan Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 5, no. 2 (2020): 129–39.

influence on their learning comfort. They feel that learning in a supportive physical environment makes the learning process more effective and improves the quality of learning. However, despite the supportive physical environment, students still face difficulties in learning to speak, such as mastery of grammar and pronunciation which they find difficult to understand. This is in line with Ehsan and Soheila findings that using aspects of the physical environment such as peripherals in grammar learning can help improve students' grammar mastery. However, this finding is not fully significant because students still need a deeper understanding and do not fully understand grammar only through the physical environment⁶.

Furthermore, students stated that an unsupportive physical environment, such as a dirty and dark classroom, has a negative impact. According to the statement, learning in a dirty and dark classroom can interfere with comfort and concentration, especially in speaking lessons that involve difficult vocabulary acquisition, pronunciation and fluency. Although the physical environment does not greatly affect students' vocabulary acquisition, research conducted by Bahmani and Pazhakh showed that the use of educational posters as part of the physical environment can help students in learning vocabulary and pronunciation. However, this finding is not fully

⁶ I N Doost and S Tahmasbi, "The Effect of Peripheral Learning on Elementary EFL Learners' Grammar Improvement: The Case of Prepositions of Time and Place," *Global Journal of Foreign Language Teaching* 7, no. 2 (2017): 91–100.

effective as it requires a deeper understanding and the use of other objects that are more easily understood by students⁷.

Based on the research, it can be seen that the physical environment has a great influence on learning comfort. Although the physical environment can make students feel comfortable during the learning process, the impact on students' mastery of speaking skills is not very significant. Therefore, an in-depth understanding is needed so that students can easily learn the learning aspects related to speaking skills.

⁷ Mojgan Bahmani, Abdolreza Pazhakh, and Masoud Raee Sharif, "The Effect of Peripheral Learning on Vocabulary Acquisition, Retention and Recall among Iranian EFL Learners," *Higher Education of Social Science* 3, no. 1 (2012): 44-52.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the qualitative research, the researcher concluded that the physical environment conditions which include lighting, air circulation, cleanliness, noise, and facilities can affect the effectiveness of the learning process. However, the physical environment does not significantly affect students' speaking ability. Nonetheless, with a supportive physical environment, students still experience difficulties in learning to speak, especially in mastering grammar and pronunciation. Furthermore, an unsupportive physical environment, such as a dirty and dark classroom, has a negative impact on them. According to students, learning in a dirty and dark classroom can interfere with comfort and concentration, especially in speaking lessons that require mastery of vocabulary, pronunciation, fluency.

B. Suggestion

Based on the data and conclusion above, here are some suggestions for teachers, students and other researchers:

1. For Teachers

Teachers should provide more opportunities for students to practice speaking, both in the classroom and outside the classroom and should

consider the limited time in teaching speaking, therefore teachers should manage time well in learning speaking skills.

2. For Students

Motivation is an important factor in English learning process so students should develop their motivation in speaking lessons. The students should improve their vocabulary so that they can speak easily and should not feel afraid of making mistakes when speaking in English.

3. For Others Researcher

Future researchers can use the results of this study as a reference to conduct further research on speaking teaching and researchers can conduct more specific research on the internal and external factors of teachers' and students' difficulties in speaking learning.

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APPENDICES

Appendix 1

Blueprint of Observation Sheet

The observations were aimed at obtaining information and data about the teaching and learning speaking process in classroom at the tenth grade of SMAN 1 Punggur.

Class : X.1

Date : 14 May 2024

Give the assement by giving a mark (✓) on the corresponding column.

NO	Statement	Answer	
		Yes	No
1.	Students prepare themsleves well when starting learning speaking (<i>Siswa mempersiapkan diri dengan baik saat pembelajaran dimulai</i>).	✓	
2.	Students pay attention when the teacher explaining the material (<i>Siswa memperhatikan ketika guru sedang menjelaskan materi</i>).	✓	
3.	Students actively participate in classroom learning speaking (<i>Siswa aktif berpartisipasi aktif dalam pembelajran dikelas speaking</i>).	✓	
4.	Students use media to help in learning speaking (<i>Siswa menggunakan media untuk membantu dalam mempelajari berbicara</i>).		✓
5.	Students feel comfortable with the classroom lighting	✓	

	conditions (<i>Siswa merasa nyaman dengan kondisi pencahayaan kelas.</i>)		
6.	Students feel comfortable with the classroom air circulation conditions (<i>Siswa merasa nyaman dengan kondisi sirkulasi udara kelas.</i>)	✓	
7.	Students feel comfortable with the classroom cleanliness conditions (<i>Siswa merasa nyaman dengan kondisi kebersihan kelas</i>)		✓
8.	Students learning facilities to support the learning process (<i>Fasilitas pembelajaran siswa untuk mendukung proses pembelajaran berbicara</i>)		✓

Field Notes

No	Statments	Notes
1.	Students prepare themselves well when starting learning speaking (<i>Siswa mempersiapkan diri dengan baik saat pembelajaran dimulai.</i>)	When learning begins with the teacher opening the class, students prepare themselves well and then the teacher explains the material to be discussed.
2.	Students pay attention when the teacher explaining the material (<i>Siswa memperhatikan ketika guru sedang menjelaskan materi.</i>)	During the learning process in class, students sit quietly and listen to every material explained by the teacher in front of the class. To find out the level of student concentration during the learning process, the teacher will occasionally ask questions that are directly related to the topic being discussed in class. The students happily rushed to answer questions from the teacher when asked. Judging from the students' responses, this indicates that they pay attention when the teacher explains the learning material in these eight classes.
3.	Students actively participate in classroom learning speaking (<i>siswa berpartisipasi aktif dalam</i>	Students did not use media during the learning process. The teacher only provides material through explanations based on the material

	<i>pembelajaran dikelas).</i>	book and occasionally the teacher writes on the blackboard.
4.	Students use media to help in learning speaking (<i>Siswa menggunakan media untuk membantu dalam mempelajari berbicara).</i>	Students are active in learning, it can be seen from student responses when the teacher asks questions they are happy to answer and vice versa when the teacher gives students the opportunity to ask questions they are also active in asking questions to the teacher.
5.	Students feel comfortable with the classroom lighting conditions (<i>Siswa merasa nyaman dengan kondisi pencahayaan kelas.</i>	Students feel comfortable with the lighting in the classroom because the lighting comes from lights and comes from outside so that the learning process feels comfortable.
6.	Students feel comfortable with the classroom air circulation conditions (<i>Siswa merasa nyaman dengan kondisi sirkulasi udara kelas).</i>	Students feel comfortable with the air circulation in the classroom because the air ventilation is good so that the air enters regularly.
7.	Students feel comfortable with the classroom cleanliness conditions (<i>Siswa merasa nyaman dengan kondisi kebersihan kelas)</i>	Students feel uncomfortable with the cleanliness conditions in the classroom it is because some students are not disciplined who throw garbage in the drawer or on the floor of the garbage such as paper or plastic, so that learning is less comfortable.
8.	Students learning facilities to support the learning process (<i>Fasilitas pembelajaran siswa untuk mendukung proses pembelajaran berbicara)</i>	Students' learning facilities for speaking lessons such as projectors or audiovisuals are less supportive due to the limited number of availability so that learning does not fully utilize the facilities.

Blueprint of Documentation Sheet

No	Aspect
1.	A brief history of the establishment of SMAN 1 Punggur
2.	Vision and Mission of SMAN 1 Punggur

3.	Geographical location of SMAN 1 Punggur
4.	The organization structure of SMAN 1 Punggur
5.	The result of students speaking test of tenth grade of SMAN 1 Punggur

Blueprint of Interview Sheet

Variable	Indicators	Question for Teacher
X : Physical Environment	Lighting	What is the effect of lighting in the learning process?
	Circulation	What is the effect of air circulation in the learning process?
	Cleanliness	What is the impact of cleanliness in the learning process?
	Facilities	Are the facilities adequate to support learning process?
	Noise	What do you think about the noise in the classroom environment? How to minimize noise in the classroom?
Y : Speaking	Pronunciation	How can physical environment have an impact

		on students grammar mastery?
	Vocabulary	How can physical environment have an impact on students pronunciation?
	Grammar	How can physical environment have an impact on students got new vocabulary?
	Fluency	How can physical environment have an impact on students increasing their fluency?
	Comprehension	How can physical environment have an impact on students comprehension in speaking skill?

Variable	Indicators	Question for Students
X : Physical Environment	Lighting	What do you think of the lighting condition in the classroom? Do you feel comfortable?
	Circulation	What do you think of the air circulation condition in the classroom? Do you feel comfortable?
	Cleanliness	What do you think of the cleanliness condition in the classroom? Do you feel

		comfortable?
	Facilities	What do you think of the facilities in the classroom? Are they adequate?
	Noise	What do you think about noise in the classroom?
Y : Speaking	Pronunciation	How can physical environment have an impact on your grammar mastery?
	Vocabulary	How can physical environment have an impact on your pronunciation?
	Grammar	How can physical environment have an impact on your vocabulary?
	Fluency	How can physical environment have an impact on your fluency?
	Comprehension	How can physical environment have an impact on your comprehension in speaking skill?

Appendix 2

Transcript interview teacher

Name : Peniasih, S.Pd

Date : 14 May 2024

Time : 10.00 WIB

1. What is the effect of lighting in the learning process?
Answer : When we learn, the lighting in the classroom must be in good condition, if the lighting from the window does not represent, it can be through the lamp so I think it is very influential, especially for student vision.
2. What is the effect of air circulation in the learning process?
Answer : For me, it is very influential, for example, humid air will interfere with students' health so that during the learning process students need healthy air or natural air.
3. What is the impact of cleanliness in the learning process?
Answer : Cleanliness is very influential, of course, because if you study in a dirty classroom you will feel uncomfortable, as a teacher I am also like that, the class must be clean so that the learning process is comfortable.
4. Are the facilities adequate to support learning process?
Answer : Yes, in my opinion it is quite helpful, but when it comes to facilities to help speaking lessons it seems not yet, for example audiovisual facilities or projectors that help students to practice speaking are not yet, because they are limited in number even though these facilities are very much needed because they can improve the quality of learning and student interest in learning, especially for speaking lessons.
5. What do you think about the noise in the classroom environment and how to minimize noise in the classroom?
Answer : Actually the noise is very disturbing but if the sound made by students in speaking lessons must occur because it is directed they practice speaking, communicating and interacting so it must produce sound but if the sound made is not directed it is very disturbing and makes the quality of learning low. To overcome this, our voice must be louder than theirs when giving a warning or attention to silence so that they will be silent by themselves.

Interview students

Date : 14 May 2024

Time : 10.00 WIB

1. What do you think of the lighting condition in the classroom? Do you feel comfortable?

AQL : For me, it has an effect, especially since I sit at the back so my vision is less so I need sufficient lighting and I myself am also comfortable with it.

FRA : Actually, for me it is influential but I myself am not comfortable because for example the lighting from the window is hot and some friends also don't really like it when the curtains are opened.

MRF : I think, it has an effect because if the lighting is comfortable enough, it can help focus when studying.

IFN : Actually, I'm uncomfortable with lighting because if the curtains are opened and usually the reflection is directly in the eyes, so I prefer lighting that is a little darker.

2. What do you think of the facilities in the classroom? Are they adequate?

AQL : In my opinion, not yet because the facilities are incomplete, for example, the LCD can help learn speaking and not make bored when learning, so when learning speaking Mam Peni only uses the material book

FRA : Honestly, the facilities in the classroom are quite complete, but learning facilities such as media are not yet so speaking learning is also limited.

IFN : In my opinion, the facilities are just enough but for learning facilities, it's really lacking, especially for learning speaking, make sure can use videos and then display them on the LCD but because the number of LCD is less, so they are not used for learning

MRF : I don't think it meets the standards but yes, for learning it is quite helpful.

3. What do you think of the cleanliness condition in the classroom? Do you feel comfortable?

AQL : In my opinion, the cleanliness in the class is still lacking because students who do not carry out picket lines so it really needs their own awareness about cleanliness.

FRA : For me, it is uncomfortable because many in the class are not diligent so trash is still scattered around.

IFN : If I think it's uncomfortable, especially when learning starts, it must be really annoying, such as dust that is not clean when swept.

MRF : It's uncomfortable because the main problem is that the picketers don't want to sweep and the cleaning is not clean.

4. What do you think of the air circulation condition in the classroom? Do you feel comfortable?

AQL : For me, I'm comfortable as long as I keep the window open so that the air that comes in is fresher and not stuffy.

FRA : In my opinion, it has an effect when we study, we definitely need a comfortable place, especially since the weather is sometimes hot and stuffy so the air circulation must also be good.

IFN : Sometimes it's comfortable but sometimes it's not because if the window is opened it's hot so I just rely on the fan.

MRF : If I think it's comfortable, it depends on where I'm sitting, I happen to sit in the front so the air comes in through the door.

5. What do you think about noise in the classroom?

AQL : For me, noise is very disturbing and can make me not focus on learning because I'm a quiet person when learning, but for learning speaking I don't think it's too influential because we practice speaking so there must be sound.

FRA : Yes, it's definitely annoying but when learning speaking I think there should be noise.

IFN : I feel very disturbed because when the teacher explains in a low voice, it can't be heard so I don't understand what is being said.

MRF : If it's really disturbing it can make the focus of learning lost so indeed when learning must be with calm conditions, but noise when learning speaking may not be too disturbing.

Date : 14 May 2024

Time : 10.00 WIB

What the impact of physical environment on your speaking skill?

AQL : I don't think the effect is significant, but when the physical environment of the classroom is supportive, I feel more comfortable while learning, so I can focus more on understanding the material delivered by the teacher. Although the learning atmosphere is comfortable, I still face difficulties in some aspects of learning to speak, such as mastering grammar and pronunciation, because I think these things are very difficult to learn.

FRA : I think that when learning in a neat classroom environment, I can concentrate more and understand the material taught by the teacher. However, I have difficulty in learning vocabulary when learning to speak because I think some words are difficult to interpret.

IFN : I think it may have little effect, but learning in a dirty and dark classroom makes me uncomfortable and difficult to concentrate, so I cannot understand what the teacher is saying. Moreover, when learning speaking material, I have to focus and concentrate fully because there are aspects of fluency and vocabulary in speaking that are very difficult, because I am not proficient in English.

MRF : I don't know the exact effect, but I think when learning in a comfortable class and with a supportive environment, the learning process becomes more enjoyable. The explanation from the teacher can be understood, especially in learning speaking which involves some speaking practice. Despite the pleasant learning atmosphere, I still have difficulty in learning grammar. However, I try to practice it by composing sentences little by little, although not necessarily in accordance with grammar rules.

Appendix 3



Documentation Interview

Gambar 1. Wawancara dengan guru bahasa Inggris kelas 10.1 SMAN 1 Punggur
Mam Peniasih, S.Pd



Gambar 2. Wawancara bersama dengan siswa kelas 10.1 SMAN 1 Punggur



Gambar 3. Wawancara bersama siswa siswa kelas 10.1 SMAN 1 Punggur



Gambar 4. Wawancara bersama siswa siswa kelas 10.1 SMAN 1 Punggur



Gambar 5. Wawancara bersama siswa siswa kelas 10.1 SMAN 1 Punggur

DOCUMENTATION OBSERVATION



Gambar 8. Kegiatan pembelajaran speaking di kelas 10.1 SMAN 1 Punggur



Gambar 9. Kegiatan pembelajaran speaking di kelas 10.1 SMAN 1 Punggur



Gambar 10. Kegiatan pembelajaran speaking di kelas 10.1 SMAN 1 Punggur



Gambar 11. Kegiatan pembelajaran speaking di kelas 10.1 SMAN 1 Punggur

Appendix 5

Students conditions

No	Class	Major		Number
		IPA	IPS	
1.	X	There is no division of majors		346
2.	XI	There is no division of majors		324
3.	XII	177	111	288
TOTAL				958

Teachers condition

No	Name	Position
1	Didi Nuryadi, M.Pd.	Kepala Sekolah
2	Drs. Haryanto	Sosiologi
3	Drs. Suparno	Sejarah
4	Budi Hardiantoro, S.Pd.	Fisika
5	Budi Santoso, S.Pd.	Ekonomi
6	Dra. Halimah	BK
7	Dra. Ade Nani Suryani	B. Indonesia
8	Dra. Mizarni	BK
9	Hasan Mahfud, S.Pd.	Matematika
10	Drs. Hery Subagyo	Geografi
11	Harnanto, S.Pd.	Matematika
12	Meridawati, S.Pd.	B. Indonesia
13	Dra. Tuti Supriyati	Biologi
14	Purwati, S.Pd.	Ekonomi
15	Karmidi, S.Pd	Biologi
16	Dra. Trias Saminar	Biologi

17	Drs. Indra Jaya	PPKN
18	Titin Sumiarti, S.Pd.	Seni Budaya
19	Elva Yuli Susanti, S.Sos.	Sosiologi
20	Noto Margianto, S.Pd.	Matematika
21	Surdai, SE. MM.	Ekonomi
22	Peni Asih, S.Pd.	B. Inggris
23	Nurul Ekawati, S.Pdi.	PAI
24	Hendro Budoyo, S.Pd.	Fisika
25	Apriliani Dwi Kurniasih, S.Pd.	B. Inggris
26	Megawati Ciptaning, S.Si.	Kimia
27	Patimah, S.Pd.	Ekonomi
28	Zulhana, S.Pd.	Biologi
29	Enik Windayati, S.Pd.	Kimia
30	Titin Suriati, S.Sos.	Sosiologi
31	Tri Wahyuningsih, S.Si.	Matematika
32	Mustika Herlina, S.Pd.	PPKN
33	Sri Lestari, S.Pd.	B. Indonesia
34	Rini Sulistyowati, SE.	Geografi
35	Suprapti, S.Pd.	B. Indonesia
36	Iman Abiwooro, S.Si.	Kimia
37	Dra. Liliy Firnis	Sejarah
38	Drs. Tri Hartoto, M.Pd.	Sejarah
39	Rantinita Saputri, S.Pd.	B. Daerah
40	Deliana Wardani, S.Pd.	B. Inggris
41	Drs. Tugimin	B. Indonesia
42	Sri Susilowati, S.Pd.	Sejarah
43	Arie Alfia Aristha, S.Pd.	B. Inggris
44	Pendi Hartanto, S.Pd.	Geografi
45	Prastiwi, S.Pd.	Kimia
46	Muslimatun Nisa, S.Si.	Matematika
47	Eni Handayani, S.Pd.	Fisika
48	Bayu Sedyowoko W, S.Pd.	Penjaskes
49	Yuni Ekawati, S.Si.	Kimia
50	Novita Nugrahaning W, SE.	Ekonomi
51	Lilis Surianti, S.Sos.	Sosiologi
52	Sri Indah M, S.Pd.	Ekonomi
53	Sani Aris Duati, S.Pd.	Fisika
54	Retno Dwi Hastuti, S.Pd.	Matematika
55	Herlina Veronika, S.Sos.	Sosiologi

56	Lusi Marlina, S.Si.	Kimia
57	Ani Rahmawati, S.Kom.	TIK
58	Heroyogi Sulendra, S.Kom.	TIK
59	Rissa Fitria Sari, S.Pd.	Biologi
60	Lisa Oktaviani, S.IP. S.Pd.	BK
61	Intan Permata Kesuma, S.Pd.	Perpustakaan
63	Dra. Eko M, M.Pd.	BK
64	Aviva Amalia, S.Pd.	BK
65	Rusli Haikal A, S.Pd.	Biologi
66	Nurhayati, S.Ag. M.Pd.I.	PAI

Appendix 6

The Result Students Speaking Test

Name : AQL
Date : 15 May 2024
Time : 10.00 WIB

NO	Components	Score	Indicators
1.	Grammar	3	Has a good command of grammar. Able to speak the language with sufficient structural accuracy to engage effectively in a variety of formal and informal conversations on practical, social and professional topics.
2.	Pronunciation	3	Generally, the errors do not interfere with comprehension and rarely bother native speakers. The accent may sound distinctly foreign.
3.	Vocabulary	2	Has sufficient vocabulary to convey oneself with only a few sentences.
4.	Fluency	1	(There is no specific description of fluency. See the other four language areas for an implied description).
5.	Comprehension	3	Has fairly complete comprehension at the normal speed of speech.

Name : KYL
Date : 15 May 2024
Time : 10.00 WIB

NO	Components	Score	Indicators
1.	Grammar	3	Has a good command of grammar. Able to speak the language with sufficient structural accuracy to engage effectively in a variety of formal and informal conversations on practical, social and professional topics.
2.	Pronunciation	2	While accents are understandable, they are often somewhat incorrect
3.	Vocabulary	2	Has sufficient vocabulary to convey oneself with only a few sentences
4.	Fluency	1	(There is no specific description of

			fluency. See the other four language areas for an implied description).
5.	Comprehension	3	Has fairly complete comprehension at the normal speed of speech.

Name : IFN

Date : 15 May 2024

Time : 10.00 WIB

NO	Components	Score	Indicators
1.	Grammar	2	Can usually handle basic constructions fairly accurately, but does not have complete control or confidence in grammar.
2.	Pronunciation	2	While accents are understandable, they are often somewhat incorrect
3.	Vocabulary	2	Has sufficient vocabulary to convey oneself with only a few sentences
4.	Fluency	1	(There is no specific description of fluency. See the other four language areas for an implied description).
5.	Comprehension	2	Able to understand most conversations on non-technical topics (i.e., topics that do not require specialized knowledge).

Name : MRF

Date : 15 May 2024

Time : 10.00 WIB

NO	Components	Score	Indicators
1.	Grammar	3	Has a good command of grammar. Able to speak the language with sufficient structural accuracy to engage effectively in a variety of formal and informal conversations on practical, social and professional topics.
2.	Pronunciation	3	Generally, the errors do not interfere with comprehension and rarely bother native speakers. The accent may sound distinctly foreign.
3.	Vocabulary	3	Ability to speak the language with sufficient vocabulary to participate effectively in informal conversations

			on practical, social and professional topics. The extensive vocabulary means that it is rarely difficult to find words.
4.	Fluency	1	(There is no specific description of fluency. See the other four language areas for an implied description).
5.	Comprehension	3	Has fairly complete comprehension at the normal speed of speech



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Nomor : 1903/In.28.1/J/TL.00/04/2024
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)

di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: SETYAWAN NUGROHO
NPM	: 2001051034
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF PHYSICAL ENVIRONMENT ON SPEAKING SKILL AT THE TENTH GRADERS OF SMAN 1 PUNGGUR

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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Nomor : B-1994/In.28/D.1/TL.00/04/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1995/In.28/D.1/TL.01/04/2024, tanggal 30 April 2024 atas nama saudara:

Nama : **SETYAWAN NUGROHO**
NPM : 2001051034
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF PHYSICAL ENVIRONMENT ON SPEAKING SKILL AT THE TENTH GRADERS OF SMAN 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 April 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH DAERAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
AKREDITASI 'A'



Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN

Nomor : 420/198/SMAN01PGR. 04/2024

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : SETYAWAN NUGROHO
NPM : 2001051034
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Akan mengadakan research/survey pada Tahun Pelajaran 2023 - 2024 untuk mendapatkan data - data sebagai bahan untuk menyelesaikan Tugas Akhir/Skripsi.

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1994/In.28/D.1/TL.00/04/2024, tertanggal 30 April 2024 perihal Izin Research.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu Kegiatan Proses Belajar Mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 03 Mei 2024
Kepala SMA Negeri 1 Punggur,

DIDINURYADI M.Pd
NIP. 19681108 199101 1 002



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Setyawan Nugroho
NPM : 2001051034

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 29/04 2024		- Acc APD dan Lanjut. ke pengambilan data.	
2.	Senin 27/05 2024		- Diskusi Pengolahan data.	
3.	Senin 03/06 2024		- Perbarikan Penulisan Diskusi	
4.	Kamis 04/06 2024		Revisi abstrak	
5.	Selasa 11/06 2024		Acc munaqosyah	

Mengetahui
Ketua Program Studi TBI



Dosen Pembimbing

Ning Setio Wati, M.Pd
NIDN. 2001088702



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : SETYAWAN NUGROHO
NPM : 2001051034
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2024



Abdullah Deiniatur, M.Pd.B.I
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-541/In.28/S/U.1/OT.01/06/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SETYAWAN NUGROHO
NPM : 2001051034
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051034

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Juni 2024

Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me
NIP.19750505 200112 1 002

CURRICULUM VITAE



The researcher name is Setyawan Nugroho, born on September 20, 2001 and resides in Sidowaras Village, Bumi Ratu Nuban District, Central Lampung Regency. The researcher is the first of two children born to Mr. Wawan Winardi and Mrs. Sakinah. The first formal education taken was Tuans Harapan Kindergarten (2007-2008). Furthermore, the researcher entered Elementary School at SD Negeri Sidowaras (2009-2014). After completing education in elementary school, the researcher continued formal education at SMPN 02 Bumi Ratu Nuban (2014-2016). In 2017 the researcher continued formal schooling at SMA Negeri 01 Punggur (2017-2020). In 2020 after graduating from SMA Negeri 01 Punggur, the researcher continued his education at the Metro State Islamic Institute (2020-present).