

**OBSERVATION REPORT**  
**"BUILDING ELT CLASS CLIMATE"**  
**AT SMP N 1 BANYUDONO**

Lecturer: Habibi Nur Hidayanto, M. Pd.



Arranged by:

Shenia Swaraswati	236121137
Aulia Qisthi Nur'aini	236121141
Tria Febriana Nurjannah	236121152
Bagas Primaheza	236121163
Hafsah Salsabila Az Zahro	236121167

**ENGLISH LANGUAGE EDUCATION PROGRAM**  
**FACULTY OF ADAB AND LANGUAGE**  
**UNIVERSITAS ISLAM RADEN MAS SAID SURAKARTA**  
**2025**

## **INRODUCTION**

The word climate refers to atmosphere, feeling, mood, sense, situation, surroundings, and conditions. When talking about classroom climate, we might briefly say that it is the atmosphere of a classroom which influences the feeling or mood of students who are in the classroom. The atmosphere itself is thought to be influenced by the characteristics that exist in the classroom that involve students and teachers (Sriklaub, 2015).

This observation report aims to examine how teachers build a supportive classroom climate in English learning in class 9A of SMP Negeri 1 Banyudono. This observation covers three stages of learning activities, namely opening, main activity, and closing. In addition, this observation also covers the classroom layout and general classroom atmosphere, which includes interactions between students and between teachers and students.

Through this observation, it is hoped that a real picture can be obtained regarding teacher strategies in creating a conducive learning atmosphere, as well as how physical and psychological factors in the classroom affect the English teaching and learning process.

## **OBSERVATION RESULT**

Learning materials: Procedure text.

### **1. Lesson Flow and Classroom Interaction**

The lesson began with a warm greeting from the teacher, followed by checking student attendance. The main activity involved an explanation of the procedure text material, after which students were asked to complete a worksheet. To conclude the session, the teacher assigned homework in the form of writing personal tips. The teacher maintained a communicative approach throughout the lesson, and the students responded positively, showing attentiveness, active participation, and enthusiasm.

### **2. Teacher's Role and Motivation**

The teacher showed a high level of engagement with the class, often motivating students and using slogans such as "English is for a better life" to inspire them. This motivational approach contributed to a positive learning atmosphere despite external distractions.

### **3. Student Participation**

The students were highly involved in the learning process. They actively answered questions and volunteered to go to the front of the class. A competitive yet collaborative learning method was used, where students who found the correct answers quickly were encouraged to present them in front of the class. Peer support was also evident, as students often reminded and encouraged one another during the session.

### **4. Learning Environment**

Several environmental challenges were observed during the lesson. The classroom was dimly lit, with only one out of three lights functioning. External noise, such as aerobic music and passing vehicles, occasionally disrupted the session. Additionally, the floor appeared to be somewhat dirty, and the room felt warm due to the lack of ventilation and an inactive fan placed only at the front.

### **5. Classroom Condition and Layout**

The physical state of the classroom showed room for improvement. The corner cupboard was cluttered, and only one window was fully opened, which might have contributed to the stuffy atmosphere. Despite these conditions, the learning process remained uninterrupted.

## 6. Disturbances During Lesson

Aside from environmental factors, some disturbances occurred during the lesson, such as a loud banging noise from the floor above and a brief interruption from a school administrative staff member requesting the attendance list. However, the class remained focused, and the teacher managed to retain the students' attention effectively.

## 7. Lesson Wrap-up and Student Reflection

After reviewing the worksheet answers together, the teacher allowed students a few minutes (around three) to note down the correct responses. This practice not only reinforced their understanding but also encouraged responsibility and discipline in recording useful information.



## **MATERIAL**

### **A. Definition of Class Climate**

According to Hoy and Miskell in Harjali (2019), classroom climate is the atmosphere or condition in the classroom that is continuously felt by teachers. This atmosphere affects their behavior and is formed from a shared view of how they behave. Meanwhile, according to Mujis in Prajitmo (2008), classroom climate is a general description of the atmosphere in the classroom formed by teacher rules, how teachers interact with students, and how the physical environment is managed. Tarmidi (2006:3) claims that classroom climate in the classroom is all situations that originate from the relationship between teachers and students or between students in the classroom, which are characteristic of the class and also influence the teaching and learning process.

In classroom management, climate refers to the emotional and social atmosphere in the class. Class climate is a social, emotional, and psychological condition that is formed and occurs in the classroom during the learning process. This climate reflects the general atmosphere in the classroom, which is influenced by various factors, such as interactions between students and teachers, student participation in learning activities, and the extent to which cooperation between students and between students and teachers is well established. In this case, the classroom climate is not only about the physical environment but rather emphasizes the feelings, moods, and behaviors that emerge among all class members. For example, when the teacher shows a warm and open attitude towards students, and students feel comfortable and safe to express their opinions or ask questions, then the class can be said to have a positive climate. Conversely, if there is tension, minimal interaction, or a lack of active participation from students, then the classroom climate can be considered less conducive. Therefore, the classroom climate plays an important role in creating an effective, enjoyable learning atmosphere that supports students' academic and social-emotional development.

### **B. The Importance of Class Climate**

Classroom climate is one of the most influential factors in shaping students' academic success, emotional well-being, and overall learning experience. A positive classroom climate creates an atmosphere in which students feel safe, valued, and accepted. Conversely, a negative climate can lead to discomfort, anxiety, and behavioral problems.

1. Increasing Student Engagement and Motivation

A positive classroom climate can naturally increase students' motivation to learn. An emotionally and socially supportive classroom environment can increase students' intrinsic motivation to learn. When students feel safe, valued, and comfortable in the classroom, they are more likely to engage actively in the learning process (Fraser B. J., Classroom and School Environment, 1986). This sense of safety helps to foster a growth mindset and reduces the fear of making mistakes. A warm and open classroom helps to reduce anxiety, fear of being judged, and peer pressure.

2. Building Positive Relationships

(Trickett, 1973) found that there was a large amount of variance in interactions between students in the classroom. Positive interactions between students and teachers resulted in higher student satisfaction with the lesson and achievement. Through well-guided interactions, students learn empathy, cooperation, and conflict resolution. Teachers who demonstrate openness and respect create patterns of communication that their students will emulate.

3. Improve Academic Achievement

Research shows that student learning outcomes, such as academic achievement and attitudes toward school subjects, can be improved by creating a classroom environment that is more conducive to learning (Fraser B. J., Classroom and School Environment, 1986). Students who learn in a positive classroom environment tend to achieve better learning outcomes. Emotional support and a supportive atmosphere reduce distractions, increase focus, and help students absorb the material more effectively.

4. Reduce At-Risk Student Problems

In classrooms with a supportive climate, students are less likely to exhibit disruptive behavior. Goodlad (1984), Walberg (1969) stated that at-risk students often come to class with low self-esteem, and a supportive classroom climate can help change their attitudes toward learning. When rules and expectations are clearly communicated and students feel they are being treated fairly, they are more likely to follow the rules. For example, if a student gets a low grade, the teacher should not blame and appreciate the student's efforts.

## 5. Promote Inclusivity and Equity

An inclusive classroom climate ensures that every student regardless of background, ability, or identity feels accepted and has an equal opportunity to participate (Fraser B. J., 1991). Teachers who are sensitive to differences will create an equitable learning space and support the social and academic development of all students.

Classroom climate is a key factor that not only supports learning outcomes but also shapes students' overall experiences and development. Creating a positive classroom climate is an essential part of effective teaching.

## C. The development of communication in class

Classroom communication development is the process of improving students' ability to communicate effectively, both orally and in writing, in a learning context. This includes the ability to listen, speak, read, write, and understand messages conveyed in the classroom (Sword, 2020).

In the paper by T. Grigoreva et al. (2021), main focus is on case-learning methods, projects and business educational games, and modern educational technologies for improving speech skills in learning foreign languages, including using multimedia tools, are also considered. Developing communication in the classroom has several important goals:

### 1. Improve understanding of subject matter

Good communication allows students to more easily understand the subject matter presented by teachers or classmates.

### 2. Encourage interaction between students

Effective communication facilitates positive interactions between students, so they can share ideas, ask questions, and learn together.

### 3. Practicing critical thinking skills

Through communication, students practice thinking critically, analyzing information, and communicating their ideas clearly.

### 4. Preparing students for the real world

Good communication skills are essential for students' future success, whether in education, work, or social life.

A study by Y.V. Zhupan (2021) is aimed at using interactive technologies in learning English, in particular, various methods and forms of work are considered. The author shows how to form a curriculum based on the psychological characteristics of students. The development of communication in the classroom has several things that can be applied by teachers as follows:

1. Interactive Methods

The use of projects, role plays, discussions and interactive games have proven effective in improving students' communication skills.

2. Online Apps

Using apps like Duolingo, EWA, Mondly, and LinGo! supports English learning both inside and outside the classroom.

3. Learning Environment

A comfortable learning environment, increase student motivation, and reduce communication barriers.



## **CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the observation of English learning in class 9A of SMP Negeri 1 Banyudono, it can be concluded that the teacher succeeded in building a good classroom climate and supporting the development of students' communication in the classroom. Although there are some obstacles in the classroom environment such as insufficient lighting, not optimal ventilation, and noise disturbance from outside, the learning atmosphere still runs effectively due to the active role of the teacher and positive responses from students.

Teachers start learning with a warm and communicative approach, creating a sense of security and comfort for students. This is in line with the theory that a positive classroom climate can increase students' motivation, confidence and engagement in the learning process. The teacher's motivating attitude, as well as the use of learning methods that prioritize students' active participation, also strengthen the positive relationship between teachers and students, as well as among students.

In terms of communication development, activities such as discussions, and writing assignments provide space for students to practice speaking, listening and expressing ideas. This supportive environment not only strengthens understanding of the material, but also trains critical thinking and cooperation skills that are important for real life outside of school.

Overall, this observation shows that although the classroom environment is not ideal, the teaching and learning process can still be productive. The positive attitudes of teachers and students play an important role in maintaining learning effectiveness.

## **B. Suggestion**

Teachers are expected to be more adaptive to classroom conditions, for example by rearranging seating positions if there is external interference or utilizing other areas in the school as alternative learning activities. Students are also expected to maintain the cleanliness, orderliness, and comfort of the classroom so that the learning atmosphere remains conducive. Classrooms that feel a bit stuffy can be overcome naturally, one of the ways is to open more windows so that air circulation is smoother. In addition, increasing the number of fans can also help distribute air evenly in the room, so that the temperature becomes more comfortable for students and teachers. Fans should be installed in strategic positions, such as on walls or ceilings, so as not to interfere with learning activities and remain effective in cooling the room.

## REFERENCES

- Fraser, B. J. (1986). Classroom and School Environment. *Annual Meeting on National Association for Research in Science Teaching*.
- Fraser, B. J. (1991). Educational environments: Evaluation, antecedents and consequences. *Pergamon Press*.
- Fraser, B. J. (2012). Classroom Learning Environments: Retrospect, Context and Prospect. In *Second International Handbook of Science Education*.
- Hastari, D. A. (2022). HUBUNGAN IKLIM KELAS DENGAN MOTIVASI BELAJAR SISWA SEKOLAH ALAM KOTA DEPOK. *Creative of Learning Students Elementary Education* 5(5), 905.
- Marzano, R. J. (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher.
- Pierce, C. (1994). Importance of Classroom Climate for At-Risk Learners . *The Journal of Educational Research*, Vol. 88, No. 1.
- Rybchynska, A. (2023). Development of communication skills through the introduction of interactive teaching methods in English lessons. *Scientific Bulletin of Mukachevo State University. Series Pedagogy and Psychology*, (9)2, 10-16.
- Sari, J. R. (2013). *PENGARUH IKLIM KELAS DAN LINGKUNGAN KELUARGA TERHADAP MOTIVASI BELAJAR SISWA KELAS X JURUSAN ADMINISTRASI PERKANTORAN PADA MATA PELAJARAN KOMPETENSI KEJURUAN ADMINISTRASI PERKANTORAN DI SMK PGRI 2 SALATIGA*. Semarang: Universitas Negeri Semarang.
- Sriklaub, K. W. (2015). Development of the classroom climate measurement model. *Procedia-Social and Behavioral Sciences*.
- Sword, R. (2020). Effective Communication in the Classroom: Skills for Teacher.
- Trickett, E. J. (1973). Social environment of junior high and high school classrooms. *Journal of Educational Psychology*.