

**STUDENTS' PERCEPTIONS OF THE ENGLISH LEARNING
ENVIRONMENT OF GRADE XI STUDENTS IN SMK PGRI 3 KEDIRI**

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For Obtaining the Degree of Bachelor of Education (S.Pd.)
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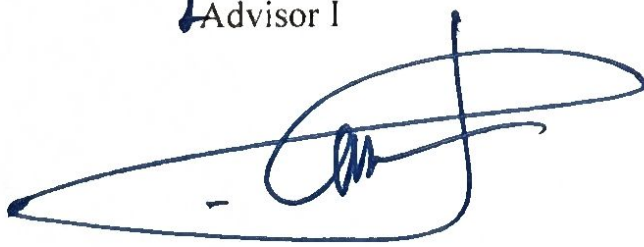
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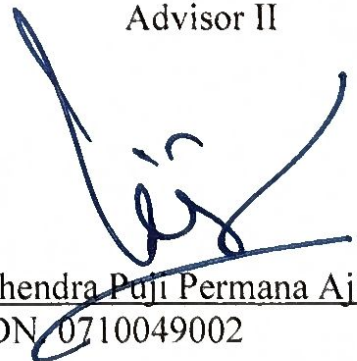
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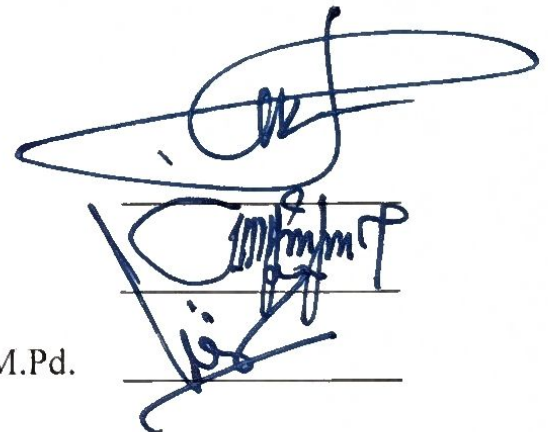
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hereby declare that this skripsi contains no work that has previously been submitted to obtain a bachelor's degree at any higher education institution. To the best of my knowledge, this skripsi also contains no ideas, opinions, or written works of other authors that have been published, except those that are properly acknowledged, cited in the text, and listed in the references. I hereby make this declaration truthfully and take full responsibility for its contents.

Kediri, July 16th, 2026



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MOTTO AND DEDICATION

I can do all things through Christ who strengthens me.

(Philippians 4:13)

Segala perkara dapat kutanggung di dalam Dia yang memberi kekuatan kepadaku.

(Filipi 4:13)

For the LORD himself goes before you and will be with you; he will never leave you or forsake you. Do not be afraid, and do not be discouraged.

(Deuteronomy 31:8)

Sebab Tuhan Dia sendiri yang akan berjalan didepanmu, Dia sendiri akan menyertai engkau, Dia tidak akan membiarkan engkau dan tidak akan meninggalkan engkau, janganlah takut dan janganlah patah hati"

(Ulangan 31:8)

DEDICATION

"There is no page more meaningful in this thesis than this dedication page. This thesis is dedicated as a token of my gratitude to my Savior, Jesus Christ, my family, my mother, my grandmother, my brother, my sister, my beloved partner, and my friends, who have always helped and supported me throughout the completion of this thesis."

ABSTRACT

Giberd Hanianzon Kiuk Students' Perceptions of the English Learning Environment at SMK PGRI 3 Kediri (Supervised by Suhartono & Mahendra)

Keywords: *students' perceptions, English learning environment, English language learning, vocational school.*

This study aimed to describe students' perceptions of the English learning environment at SMK PGRI 3 Kediri. The research focused on three aspects: the physical learning environment, the social learning environment, and the classroom learning atmosphere. A descriptive qualitative approach was employed to obtain an in-depth understanding of students' learning experiences and perceptions during English lessons.

The participants of this study consisted of eight students and one English teacher at SMK PGRI 3 Kediri. The data were collected through semi-structured interviews, classroom observations, and documentation. The collected data were analyzed using the qualitative data analysis model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. To ensure the trustworthiness of the findings, source triangulation, technique triangulation, and member checking were applied.

The findings revealed that students generally had positive perceptions of the English learning environment. Regarding the physical learning environment, students perceived that the classroom conditions and learning facilities, including textbooks, whiteboards, LCD projectors, and instructional media, supported the learning process and created a comfortable atmosphere. In terms of the social learning environment, students described positive interactions with their English teacher and classmates, which encouraged communication, collaboration, and active participation during classroom activities. Furthermore, students perceived the classroom learning atmosphere positively, particularly when learning activities involved discussions, group work, presentations, and the use of instructional media. These learning experiences contributed to a comfortable and engaging English learning environment from the students' perspectives.

In conclusion, the English learning environment at SMK PGRI 3 Kediri is perceived positively by the participants in terms of its physical setting, social interactions, and classroom atmosphere. The findings provide a comprehensive description of students' learning experiences and may serve as a reference for creating a more supportive and interactive English learning environment in vocational education.

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First and foremost, the writer expresses sincere gratitude to God Almighty for His abundant grace, mercy, and blessings, which have enabled the writer to complete this skripsi entitled **"Students' Perceptions of the English Learning Environment of Grade XI Students at SMK PGRI 3 Kediri."**

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9. And the last, for myself who was able to completed this skripsi.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for future improvement. It is hoped that this thesis will be beneficial to readers and serve as a valuable reference for future research in the field of education, particularly in English language learning.

Kediri, July 16th, 2026



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CHAPTER I

INTRODUCTION

This chapter presents an overview of the research background, research focus, research questions, research objectives, and research significance.

A. Background of the Research

English has become one of the most essential international languages used in education, communication, technology, and global information exchange. In the Indonesian educational context, English is taught as an important subject at secondary schools, including vocational high schools. The ability to use English is not only related to academic achievement but also connected to students' readiness to face future educational and professional demands in a globalized era. In the process of English language learning, the learning environment is considered an important aspect because it shapes the atmosphere in which students experience classroom learning activities. The learning environment includes physical conditions, social interactions, and psychological situations that occur during the teaching and learning process. According to Betoncu, Fasli, and Ozdamli (2021), an effective learning environment can create a more comfortable and interactive atmosphere that encourages students' participation in foreign language learning. Their study highlights that students' learning experiences are closely connected to the quality of the classroom environment. Therefore, understanding the English learning environment is important in order to support more meaningful language learning experiences in schools. (Betoncu et al., 2021)

Students may have different experiences and perceptions regarding the English learning environment they encounter in the classroom. These perceptions are formed through students' direct experiences during the teaching and learning process. Students' perceptions may relate to classroom comfort, teaching methods, classroom interaction, and students' participation in learning activities. Understanding students' perceptions is important because it allows teachers and schools to recognize how students view the English learning atmosphere they experience every day. In addition, students' perceptions

provide valuable information about classroom situations and learning experiences from the students' point of view. Gelete and Dhaba (2023) explained that the psychosocial learning environment in English classrooms is associated with students' learning experiences and classroom engagement. A positive classroom atmosphere may help students feel more comfortable and willing to participate in English learning activities. On the other hand, an unsupportive environment may reduce students' confidence and classroom involvement. Therefore, students' perceptions of the English learning environment need to be explored deeply through qualitative research. (Gelete & Dhaba, 2023)

Vocational high schools have different educational characteristics compared to general secondary schools because vocational education emphasizes both academic knowledge and practical skills related to future careers. In English language learning at vocational schools, students are expected to use English in academic and practical communication contexts. However, several classroom situations indicate that the English learning environment has not fully provided optimal learning experiences for students. Some students still feel anxious when speaking English in class, while others tend to be passive during classroom discussions and activities. In some situations, students also perceive that English learning activities are less engaging and interactive. Furthermore, interaction between teachers and students becomes an important aspect that shapes students' classroom experiences. Discussions among Indonesian learners on educational forums also reveal that many students feel classroom learning is often dominated by grammar-focused instruction, which limits opportunities for active communication practice in English (Reddit Discussion, 2024). These conditions indicate that the English learning environment remains an important issue in Indonesian schools, particularly at the vocational high school level.

The English learning environment does not only refer to physical facilities such as classrooms, learning media, and educational resources, but it also includes social and psychological aspects formed during classroom interaction. The social environment can be seen through teacher-student interaction, peer relationships, teamwork, and classroom communication. Meanwhile, the

psychological environment relates to students' feelings of comfort, confidence, and emotional security during learning activities. Sadoughi, Hejazi, and Alrabai (2026) stated that classroom atmosphere in foreign language learning is closely related to students' emotional experiences during instruction. A supportive and positive learning environment may help students feel more relaxed and engaged in classroom participation. Therefore, understanding students' perceptions of the English learning environment is necessary in order to gain deeper insights into students' learning experiences in English classrooms. This study attempts to understand these experiences from students' perspectives as the primary participants in English learning activities. (Sadoughi et al., 2026)

Several previous studies have investigated learning environments in English language learning contexts. Senjahari, Desfitranita, and Kustati (2021) explored learning objectives and classroom environments in English learning and found that the learning environment plays a significant role in students' learning experiences. Another study conducted by Mary and Briscoe (2021) discussed English learning environments at the university level and showed that classroom facilities and teacher support are important aspects in language learning. Additionally, Pratiwi (2023) examined immersive English learning environments in Kampung Inggris Pare and found that supportive learning environments encourage students to become more active language learners. These studies demonstrate that the learning environment is an important component of English language learning. However, most previous studies focused on universities, English courses, or quantitative approaches that mainly examined relationships among variables. Studies specifically discussing vocational high school students' perceptions of the English learning environment through qualitative inquiry are still limited.

Previous studies still contain several limitations that create opportunities for further research. First, many earlier studies mainly employed quantitative approaches, which tended to focus on numerical findings and statistical relationships. Such approaches often did not provide comprehensive explanations about students' personal experiences in English learning environments. Second, several studies were conducted in universities or English

course institutions, while the context of vocational high schools has received less attention. Third, many previous studies discussed learning environments in general terms without deeply exploring students' perspectives and classroom experiences. In fact, each student may have unique experiences depending on classroom conditions, social interaction, and classroom atmosphere. Therefore, research focusing on vocational high school students' perceptions of the English learning environment is still necessary to provide more contextual and in-depth understanding regarding students' experiences in English classrooms.

This study seeks to complement previous research by employing a qualitative descriptive approach to explore students' perceptions of the English learning environment more comprehensively. Rather than examining relationships among variables, this research focuses on describing how students perceive and experience the English learning environment in their school context. This study specifically focuses on Grade IX students at SMK PGRI 3 Kediri, which has its own educational characteristics as a vocational school. Through qualitative methods, students are given opportunities to express their experiences, opinions, and feelings regarding English classroom learning. Data collected through interviews, observations, and documentation are expected to provide a detailed picture of students' experiences in the English learning environment. Therefore, this study not only strengthens findings from previous research but also contributes new understanding regarding English learning experiences in vocational high school settings.

The contribution of this study lies in its emphasis on students' perspectives as the central focus in understanding the English learning environment at vocational high schools. This research contributes to the development of English education studies, particularly regarding students' perceptions of classroom learning environments. In addition, the findings are expected to provide practical insights into the real conditions of English learning environments based on students' direct experiences. The results of this study may also become reflective material for English teachers in creating more comfortable, interactive, and supportive classroom atmospheres. Furthermore, the study may provide useful information for schools in improving the quality of English learning

environments. Academically, this research can serve as an additional reference for future qualitative studies related to English learning environments.

The English learning environment is an important part of students' educational experiences because students spend a considerable amount of time in classrooms during the learning process. Students' classroom experiences influence the way they perceive English learning activities in school. Therefore, understanding how students interpret and experience their classroom environments is highly important. Such understanding cannot be fully obtained only through statistical data or numerical measurement, but requires an approach that deeply explores students' experiences and viewpoints. Qualitative research is considered appropriate because it allows researchers to gain detailed understanding regarding students' learning experiences in English classrooms. By understanding students' perceptions, teachers and schools may obtain clearer information about how students experience the classroom learning atmosphere. This understanding is essential to support the development of more positive English learning environments in vocational high schools.

Based on the explanations above, research regarding students' perceptions of the English learning environment at SMK PGRI 3 Kediri is necessary because qualitative studies discussing students' classroom experiences in vocational high schools are still limited. This study is important to provide a detailed understanding of how students perceive the English learning environment they experience at school. Moreover, the study is expected to contribute to the improvement of English language learning practices by paying greater attention to students' classroom experiences and learning needs. Therefore, the researcher is interested in conducting a study entitled **"Students' Perceptions of the English Learning Environment of Grade IX Students in SMK PGRI 3 Kediri."**

B. Research Focus

English language learning in vocational high schools plays an important role in supporting students' academic development and communication skills in the era of globalization. In the learning process, the learning environment becomes an essential element because students directly experience classroom situations during instructional activities. The learning environment is not limited to the physical condition of the classroom, but also includes social interaction, psychological atmosphere, communication between teachers and students, and students' sense of comfort during English learning activities. Each student may experience and interpret the classroom environment differently. These differences shape students' perceptions of English language learning in school. Therefore, understanding students' perceptions of the English learning environment is important in order to gain a deeper understanding of how students interpret their learning experiences during classroom instruction.

This study focuses on students' perceptions of the English learning environment at SMK PGRI 3 Kediri. The primary concern of the research is to explore how students perceive and describe the English learning environment they experience at school. Rather than examining relationships among variables or statistical measurements, this research aims to understand students' experiences, opinions, and interpretations of the English classroom atmosphere through a qualitative approach. In this study, the learning environment is understood as the physical, social, and psychological environment that develops during the English teaching and learning process in the classroom.

The focus of this research covers several important aspects related to the English learning environment. First, the study examines students' perceptions of the physical learning environment, including classroom conditions, learning facilities, instructional media, and classroom comfort. Second, the study investigates students' perceptions of the social learning environment, such as teacher-student interaction, peer communication, collaboration during learning activities, and the social atmosphere formed in the classroom. Third, this research also explores students' perceptions of the classroom learning

atmosphere, including students' comfort, classroom participation, and their overall experiences during English learning activities.

This research is important because students' perceptions can provide a real description of English language learning conditions from the students' perspectives as the main participants in the learning process. In many cases, English language learning has been discussed more frequently from the perspective of teaching methods or learning outcomes, while students' experiences and perceptions of the learning environment have received less attention, particularly in vocational high school settings. In fact, students directly experience classroom situations every day, making their perceptions valuable sources of information for understanding the actual condition of English learning environments in schools.

In addition, this study is closely related to actual classroom conditions where students may experience English learning differently. Some students may feel comfortable and actively participate in classroom activities, while others may feel less confident or less engaged during learning sessions. These differences indicate that students may perceive the English learning environment in various ways. Therefore, this study seeks to understand how students interpret their experiences within the English learning environment at SMK PGRI 3 Kediri. This research is also relevant to current developments in English education studies, which increasingly emphasize students' learning experiences and classroom atmosphere as important areas of investigation.

This research is expected to contribute to the development of English education studies, especially those related to students' perceptions of English learning environments in vocational high schools. Theoretically, this study may enrich discussions regarding classroom learning environments through a qualitative perspective that emphasizes students' experiences. Practically, the findings are expected to become reflective input for English teachers in creating more comfortable, interactive, and supportive classroom environments that encourage students' participation in learning activities. Furthermore, the study may provide useful insights for schools in understanding the condition of English learning environments based on students' direct experiences.

To maintain a clear direction, the scope of this study is limited to Grade IX students at SMK PGRI 3 Kediri and their perceptions of the English learning environment in the classroom. This research specifically focuses on students' experiences and viewpoints regarding the physical environment, social interaction, and classroom atmosphere during English learning activities. The study does not discuss students' academic achievement, specific teaching methods, or relationships among variables as commonly found in quantitative research.

Based on the explanations above, the main objective of this study is to understand and describe students' perceptions of the English learning environment at SMK PGRI 3 Kediri in a detailed and systematic manner. Through this research, it is expected that a clearer understanding of students' experiences in English classrooms can be obtained, so that the direction and scope of the study can be understood comprehensively.

C. Research Questions

The English learning environment plays a significant role in the teaching and learning process because students directly experience classroom situations during English lessons. Various aspects such as classroom conditions, interaction among students, communication between teachers and students, and the overall classroom atmosphere may influence how students experience English learning activities. In the context of vocational high schools, examining students' perceptions of the English learning environment is important because students' viewpoints can provide meaningful insights into the actual classroom learning situation. Nevertheless, students' perspectives regarding the English learning environment are still not widely explored, particularly through qualitative studies conducted in vocational school contexts. Therefore, this research aims to explore students' perceptions of the English learning environment at SMK PGRI 3 Kediri in order to obtain a deeper understanding of students' learning experiences during English classroom activities.

Based on the background of the study, the research questions are formulated as follows:

1. How do Grade IX students at SMK PGRI 3 Kediri perceive the physical and social aspects of the English learning environment in the classroom?
2. How do Grade IX students at SMK PGRI 3 Kediri express their experiences and views regarding the atmosphere of English learning activities in the classroom?

D. Research Objectives

This research is conducted to gain a comprehensive understanding of students' perceptions toward the English learning environment at SMK PGRI 3 Kediri. The study emphasizes students' experiences, opinions, and interpretations related to classroom situations during English learning activities. Referring to the research questions, this study intends to explore and explain how students perceive the physical, social, and classroom atmosphere within the English learning process. In addition, the research is expected to contribute to the field of English education, especially in studies concerning students' classroom experiences and learning environments in vocational high schools. From a practical perspective, the findings are also expected to provide meaningful input for teachers and schools in developing a more positive, interactive, and supportive English learning environment.

Based on the formulation of the research questions, the objectives of this study are presented as follows:

1. To explore Grade IX students' perceptions of the physical and social dimensions of the English learning environment at SMK PGRI 3 Kediri.
2. To describe Grade IX students' experiences and perspectives regarding the atmosphere of English learning activities in the classroom.

E. Significance of the Study

This study is expected to provide both theoretical and practical contributions to the field of English language education. Through this research, the findings are expected to offer deeper insights into students' perceptions of the English learning environment in vocational high schools. In addition, this study is expected to serve as a useful source of information and reflection for individuals involved in the English teaching and learning process.

1. Theoretical Significance

Theoretically, this research is expected to contribute to the development of studies in English language education, particularly those related to students' perceptions of the English learning environment. Furthermore, this study is expected to enrich qualitative research references concerning students' learning experiences and classroom atmosphere in English learning contexts, especially in vocational high school settings.

2. Practical Significance

a. For Teachers

This study is expected to become a reflective resource for English teachers in understanding students' experiences and perspectives regarding the classroom learning environment. In addition, the findings are expected to assist teachers in creating a more supportive, interactive, and comfortable atmosphere that encourages students' participation during English learning activities.

b. For Students

This research is expected to provide students with an opportunity to express their experiences, opinions, and perceptions regarding the English learning environment they encounter at school. Through this study, students' classroom experiences may also be recognized as an important part of improving the English teaching and learning process.

c. For Schools

The findings of this study are expected to provide schools with valuable considerations in understanding the condition of the English learning environment based on students' direct experiences. Moreover, this research may support schools in improving the quality of learning environments that better facilitate English language learning activities.

d. For Future Researchers

This study is expected to serve as an additional reference for future researchers who are interested in conducting studies related to English learning environments, particularly qualitative research focusing on students' perceptions and classroom learning experiences in vocational high schools.

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