RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS OF CLASSROOM ENVIRONMENT AND THEIR MOTIVATION IN LEARNING ENGLISH LANGUAGE

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Abstract

This study attempts to examine the relationship between students' perceptions of classroom environment and their motivation in learning English language. The sample of study was 140 Form Four students in a secondary school in Malacca. The data were collected using questionnaires. The findings indicated that majority of the students perceived their classroom as having affiliation and they were extrinsically motivated. The findings also revealed that students' affiliation and task orientation in the classrooms were positive and significantly correlated with their motivation whereas students' involvement was negatively correlated with their motivation.

Introduction

The aim of the educational system in Malaysia is to produce individuals who are balanced in the development of intellectual, emotional, spiritual, and physical to create a harmonious and well-integrated society (KPM, 2004). The classroom environment is the important determinant of student learning in educational system (Fraser 1994, 1998a). Students learn better when they perceive the classroom environment more positively, thus the study of classroom environment has become a concern to educators, researchers, administrators of school system and parents. Numerous researches on classroom environment or climates have been conducted years ago and have provided a lot of valuable information for educators and researchers on students' perceptions of classroom environment (Anderson &Walberg, 1974; Fraser, 1989, 1998a, 1998b; Nielsen & Kirk, 1974; Saldern, 1992).

Based on Vygotsky's (1978) theory of social cognitive development, the classroom environment is the "culture" that determines students' learning development. In classrooms, students' learning development is taking place when interactions between students and teachers or among the students themselves occur. With the existence of friendships (high affiliation) and teacher support in classrooms, students' level of learning would be improved. In other words, classroom environment which is the "culture" that teaches students how to think and to acquire knowledge through classroom environment.

Another important element in education is the students' motivation. Motivation is a process that moves people to do something. The motivation to learn English language among Malaysian students is vital in their process of learning. This could be seen early from primary schools where students are provided with basic skills and knowledge of the English language to enable them to write and communicate verbally in English. In line with this, teachers, schools, and the Ministry of Education find ways to increase students' interest in learning English language and become intrinsically motivated to learn the targeted language.

Problem Statement

Many Malaysian students have problems in learning and communicating English in schools. They tend to have low self-concept and self-efficacy when using English as a tool for communication (Choy, 2002). These situation decreases students' motivation to participate actively in English language classroom. Students have individual needs when learning English language such as the need for more meaningful interactions with their learning environment and teachers. Through the interactions, their confidence will be developed and motivation to learn the English language will increase.

According to Koh (2007), the dropout rate for secondary school students in Malaysia was 9.3% in urban areas and 16.7% in rural areas. There were over 14,600 students in year 2006 and more than 15,400 students in year 2004 had been caught playing truant. These kind of school failure and dropout may represent the low student academic motivation in classroom (Schunk, Pintrich, & Meege, 2008).

Students who fail in the English subject do not mean that they are less able or weaker than other students in class, but this is because they do not engage in classroom activities sufficiently. The lack of involvement in tasks is commonly described as a deficit of motivation (Anderson et al., 2004). Classroom environment plays an important role in motivating students to learn English language because the process of learning takes place mostly in the classroom. Therefore, the classroom environment is essential to be focused on to see whether students' motivation in learning English language is associated with classroom environment.

According to the National Education Blueprint 2006-2010 (KPM, 2006), 0.8% of secondary school students had not mastered the 3Rs (reading, writing and arithmetic). One of the reasons is due to the "automatic promotion" in the educational system. This automatic promotion allows students to enter Form one after UPSR (Primary School Assessment Examination) without concerning the level of mastering 3Rs among students. There is a need to provide an effective English classroom environment that encourage and help students to master the skills of reading, writing, and speaking in English.

Students' motivation is also affected by the traditional ways of teaching and learning in classrooms. For instance, English language teachers used to spend most of the time lecturing in front of the classroom while the students are busy copying the notes given without concerning whether they were understood (Morris, 1995). This situation also decreases students' motivation in learning English language (KPM, 2000).

In addition, Goh and Khine (2002) have mentioned that a good teacher-student relationship is superior to the creation and maintenance of a positive classroom environment. The Malaysian Dropout Study Revisited (Ghani et al., 1991) found that the relationship between teachers and students was weak. About 62% of the dropout students said that they never request for teachers' advice when they faced problem in schoolwork. Moreover, teachers did not give much support or focus on the students who were weak in English language; they were more concerned about discipline.

The organization of the class by the teachers is an important factor for the effectiveness of instruction (Creemers, 1994) and motivation. Some of the teachers in secondary school could not organize the classroom activities well, this is due to the problem that some teachers are assigned to teach subject such as English language for which they have little education or training. It is an aspect that needs to be focused on by school teachers, administrators, and Ministry of Education.

Research Objectives

Generally, the present study aims to study the students' perceptions of classroom environment in relation to their motivation in the classroom of form four students in a secondary school. Besides, this study will also look into few moderating dimensions of classroom environment that may influence students' motivation in learning English language. Following this, the specific objectives of the study are:

   (i)   to determine the dimension(s) of classroom environment that students perceived to have taken place most often in their English language classroom.
   (ii)   to examine the level of intrinsic and extrinsic motivation among form four students in learning English language.
   (iii)   to investigate the relationship between the students' perceptions of classroom environment and students' intrinsic motivation in learning English language.
   (iv)   to investigate the relationship between the students' perceptions of classroom environment and students' extrinsic motivation in learning English language.

Research Questions

Specifically, the present study addressed the following questions:

   1.   Which dimension(s) of classroom environment that students perceived to have taken place most often in their English language classroom?
   2.   What is the level of intrinsic and extrinsic motivation among form four students in learning English language?
   3.   Is there a significant relationship between students' perceptions of classroom environment and students' intrinsic motivation in learning English language?
   4.   Is there a significant relationship between students' perceptions of classroom environment and students' extrinsic motivation in learning English language?

Significance of the Study

According to Gailbraith and Sanders (1987, as cited in Brewer and Burgess, 2005), educators tended to teach the way they preferred to learn, a practice which would not benefit students with learning styles differing from their teachers. If the needs of these students were not met, such situations could result in a loss of motivation. Therefore, students' perceptions on classroom environment plays essential role in giving teachers feedback on the environment that promotes motivation among students in the classroom. By knowing the students' needs of a suitable classroom environment, teachers can modify the aspects of classroom environment such as teachers' support, task orientation, affiliation, etc to satisfy the students needs of a positive classroom environment and increase their motivation in learning English language.

When the motivation in learning the language has increased, the rates of dropout, playing truant and the problem of mastering 3Rs in school subjects will decrease. This will be in line with the main trusts in the Ninth Malaysia Plan (2006-2010) that sought to provide everyone access to education (Ministry of Education Malaysia, 2007). No one to be left out from education because of the lack of motivation. Besides, it also provides an insight on better solution to produce positive classroom environment.

A good relationship between teachers and students and among students has been a focus for many researchers. Some of them promote cooperative learning where students have to work together and help each other. Through the study of students' perception on classroom environment, if one of the dimensions of Moos' Classroom Environment Scale is a concern and a requirement of students in learning, for instance the dimension of relationship, then teachers will pay more attention on this aspect and encourage a warm relationship between teachers and students, and among students themselves.

Teachers could also provide an environment that focus on cooperative learning and student-centered learning instead of authority or teacher-centered learning. By doing so, students will have the chance to learn and find the answer by themselves; indirectly this helps to motivate the students in the process of learning.

Research Design

This study adopted the descriptive survey approach. The specific survey method used in this study is the questionnaire survey. This study attempts to investigate the relationship between students' perceptions of classroom environment and students' motivation in learning English language.

Sample of Study

One hundred and forty Form Four students of SMK Dato' Abdul Rahman Ya'kub, Jalan Jasin, Merlimau in the state of Malacca were selected as the sample of this study. Based on the results of the first term English language school examination in April 2009, approximately 1/3 of form four students in SMKDARY were weak in English. They were selected to determine whether the dimensions of classroom environment could result in students do poorly in the English language examination. They were selected using the purposive sampling method. The sample participated in this study consisted of 57 male students with the percentage of 40.7% while 82 female students with percentage of 59.29%. As for the ethnic groups, 111 of the respondents were Malays (79.29%), 20 respondents were Chinese (14.29%), and 9 respondents were Indians (6.43%).

Research Instruments

Two instruments were used in this study: the Actual Classroom Environment Scale (ACES) developed by Moos and Trickett (1974), and the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1986).

The Actual Classroom Environment Scale measured three dimensions of classroom environment, which include relationship, personal development, and system maintenance and system change. These three dimensions consisted of six scales (Fisher and Fraser, 1983): involvement, affiliation and teacher support that identify the nature and intensity of personal relationships within the environment and support and help each other. Task orientation assesses the basic directions along personal growth, and the dimension of order/ organization, and rule clarity, involve the extent that the environment is orderly and clear in expectations. Table 1 shows the six scales, three dimensions, and the twenty-four respective items in the Classroom Environment Questionnaire and Table 2 shows the characteristics of each scale of ACES.

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Table 1 Scales, Dimensions and the Respective Items in the Actual Classroom Environment Scale

No.	Scales	Dimensions	Items
1	Involvement	Relationship	1, 7, 13, 19
2	Affiliation	Relationship	2, 8, 14, 20
3	Teacher Support	Relationship	3, 9, 15, 21
4	Task Orientation	Personal Development	4, 10, 16, 22
5	Order & Organization	System maintenance and System Change	5, 11, 17, 23
6	Rule Clarity	System maintenance and System Change	6, 12, 18, 24

Table 2: The characteristics of each scale of Actual Classroom Environment Scale (ACES)

Scales of Actual Classroom Environment Scale (ACES)	Characteristics (Chan, 1993; Fouts et al., 1993)
Involvement	The extent to which students have attentive interest in class activities and participate in discussions.
Affiliation	The level of friendship students feel for one another, students are helping each other, and are enjoying working together.
Teacher Support	The amount of help, concern, and friendship the teacher directs toward the students.
Task Orientation	The extent to which it is important to complete activities planned and to stay on the subject matter.
Order & Organization	The emphasis on students' behaving in an orderly and polite manner, and on the overall organization of classroom and classroom activities.
Rule Clarity	The emphasis on establishing and following a clear set of rules and knowing what the consequences will be if they do not follow them.

Six scales of classroom environment examined in this study were involvement, affiliation, teacher support, task orientation, order & organization, and rule clarity. Each of the scale consisted of four items in a true-false format. The "true" answer will be given 3 points while "false" is 1 point. However there are coding of negative items involved (items 3, 4, 7, 8, 12, 13, 16, 17, 22, and 23), therefore the items are scored in the reverse manner, whereby "true" is scored 1-point and "false" is scored 3 points.

Motivated Strategies for Learning Questionnaire (MSLQ)

Student motivation is measured by Motivated Strategies for Learning Questionnaire (MSLQ) which cconsists of six motivation subscales and nine learning strategies scales. Since the present study is to measure the level of students' extrinsic and intrinsic motivation, thus only two of the six motivation scales are used. Table 3 shows the characteristics of each motivational scale.

Table 3 The characteristics of each Motivational Scale

Motivational Scales	Characteristics (Garcia & Pintrich, 1995)
Intrinsic Motivation	The extent to which a focus on learning and mastery.
Extrinsic Motivation	The extent to which a focus on grades and approval from others.

Two scales of motivation were examined in this study: intrinsic motivation and extrinsic motivation. Each of the scale consisted of four items, thus only eight items (four items for each scales) being administered in this study. All the eight items are positive items indicating the intrinsic and extrinsic motivation of the students. Each item was scored based on 7-point Likert scale (1= not very true about me, and 7= very true about me).

Validity and Reliability of Study

In the past studies, it was found that Classroom Environment Scales (CES) displayed satisfactory internal consistency and discriminant validity (Fisher and Fraser, 1983). The environment measures in CES are valid predictors of cognitive, affective, and behavioral measures of learning (Walberg, 1969).

For Classroom Environment Scale (CES), the reliability of six subscales in the questionnaire were as follows: 0.866 for involvement, 0.716 for affiliation, 0.771 for teacher support, 0.719 for task orientation, 0.907 for order and organization, and 0.838 for rule clarity.

On the other hand, the reliability of the two subscales in Motivated Strategies for Learning Questionnaire (MSLQ) based on the pilot study conducted was 0.836 for intrinsic motivation, and 0.846 for extrinsic motivation. Thus, the instruments used in this study are reliable.

Data Analysis

Data obtained were analyzed using the Statistical Program for Social Science (SPSS) version 17. In the present study, the means and standard deviations of measures of classroom environment and students' motivation were calculated, while the relationship between classroom environment and students' motivation was investigated using Pearson product-moment correlation analysis. The two-tailed correlational analysis was executed in testing the third research question: Are there significant relationships between students' perception of classroom environment and students' motivation in learning English language?

Results

Table 4 shows the descriptive statistics of perceived classroom environment scales, that is the mean scores and standard deviations of individual items of each scale of actual classroom environment.

Table 4 : Means and Standard Deviations of Individual Items of Each Scale of Actual Classroom Environment

ACES	Items	Statements	Means (M)	Standard Deviations (SD)
Involvement	1	Students put a lot of energy into what they do here.	2.20	.97
	7	Students daydream a lot in this class.	2.00	.99
	13 (R)	Students are often "clockwatching" in this class.	1.72	.96
	19	Most students in this class really pay attention to what the teacher is saying.	2.07	.99
Affiliation	2	Students in this class get to know each other really well.	2.39	.91
	8 (R)	Students in this class aren't very interested in getting to know other students.	2.41	.91
	14	A lot of friendships have been made in this class.	2.24	.97
	20	It's easy to get a group together for a project.	2.01	.99
Teacher Support	3 (R)	This teacher spends very little time just talking with students.	2.46	.88
	9	The teacher takes a personal interest in students.	1.93	.99
	15	The teacher is more like a friend than an authority.	1.70	.95
	21	The teacher goes out of his/her way to help students.	2.37	.93
Task Orientation	4 (R)	We often spend more time discussing outside student activities than class related material.	2.21	.98
	10	Getting a certain amount of classwork done is very important in this class.	2.45	.89
	16 (R)	Students don't do much work in this class.	1.78	.98
	22 (R)	This class is more a social hour than a place to learn something.	2.02	1.00
Order&Organization	5	This is a well organized class.	2.24	.97
	11	Students are almost always quiet in this class.	1.41	.81
	17 (R)	Students fool around a lot in this class.	1.41	.81
	23 (R)	This class is often very noisy.	1.88	.99
Rule Clarity	6	There is a clear set of rules for students to follow.	2.05	.99
	12 (R)	Rules in this class seem to change a lot.	2.08	.99
	18	The teacher explains what will happen if a student breaks a rule.	2.48	.87
	24	The teacher explains what the rules are.	2.11	.99

Note: (R) for statements negatively stated.

The items for classroom environment that obtained low mean scores indicated that the practices (the statements) in Table 4 rarely took place in students' classroom. Conversely, the items of classroom environment that obtained high mean scores indicated that the practices (the statements) often took place in classroom. In terms of actual classroom environment, students perceived that the following practices (or statements) rarely took place in their English language classroom:

- Students are almost always quiet in this class (Order and Organization).
- Students fool around a lot in this class (Order and Organization).
- The teacher is more like a friend than an authority (Teacher Support).
- Students are often "clockwatching" in this class (Involvement).

However, students perceived that the following practices (or statements) often took place in their English language classroom:
- The teacher explains what will happen if a student breaks a rule (Rule Clarity).
- This teacher spends very little time just talking with students (Teacher Support).
- Getting a certain amount of class work done is very important in this class (Task Orientation).
- Students in this class aren't very interested in getting to know other students (Affiliation).

A descriptive statistic analysis was used to answer the first research question: Which dimension(s) of classroom environment that students perceived to have taken place most often in their English language classroom? Table 5 shows the means and standard deviations of perceived classroom environment scales.

Table 5: Means and Standard Deviations of Perceived Actual Classroom Environment Scale (ACES)

Perceived Classroom Environment Scale (CES)	Means (M)	Standard Deviations (SD)
Involvement	8.02 2.87	
Affiliation	10.50	1.80
Teacher Support	8.44	2.66
Task Orientation	9.70	2.08
Order and Organization	8.28	2.21
Rule Clarity	10.14	2.11

The results show that most of the students perceived affiliation as the dimension that often took place in their English language classrooms (M=10.50, SD=1.80). Affiliation measured the level of friendship students feel for one another in their classroom. Therefore, the result shows that students in this study were enjoying working together, helping each other, and getting to know each other easily. This is followed by rule clarity (M=10.14, SD=2.11), task orientation (M=9.70, SD=2.08), teacher support (M=8.44, SD=2.66), and order & organization (M=8.28, SD=2.21). The dimension which was most rarely took place in students' classrooms was involvement (M=8.02, SD=2.87). This means that the students rarely pay attention or participate in any classroom activities.

Descriptive Statistics of Students Motivation in English Language Classroom
The mean and standard deviation values of individual items of each motivational scale are shown in Table 6 c below.

Table 6: Means and Standard Deviations of Individual Items of Each Motivational Scale

Motivational Scale	Items	Statements	Means (M)	Standard Deviations (SD)
Intrinsic Motivation	1	In an English language class like this, I prefer course material that really challenges me so I can learn new things.	4.10	1.26
	2	In an English language class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	4.43	1.42
	3	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	5.16	1.39
	4	When I have the opportunity in this English language class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	4.24	1.25
Extrinsic Motivation	5	Getting a good grade in this English language class is the most satisfying thing for me right now.	5.02	1.37
	6	The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	5.24	1.21
	7	If I can, I want to get better grades in this English language class than most of the other students.	5.65	1.25
	8	I want to do well in this English language class because it is important to show my ability to my family, friends, employer, or others.	5.53	1.28

In terms of intrinsic motivation, the mean score for item 3 was the highest. This means that the most satisfying thing for students in English classes was trying to understand the content as thoroughly as possible. Meanwhile, in terms of extrinsic motivation, the mean score for item 7 was the highest. This means that students wanted to get better grades in this English language class than most of the other students.

Descriptive statistic analysis was used to answer the second research question in this study: What is the level of intrinsic and extrinsic motivation among Form four students in learning English language? Table 7 shows the means and standard deviations of students' motivation in English language classroom.

Table 7: Means and Standard Deviations of Students' Motivation in English Language Classroom

Motivational Scales Means	(M)	Standard Deviations (SD)
Intrinsic Motivation	17.75 3.97	
Extrinsic Motivation	21.45	4.09

Table 7 shows that students rated their level of extrinsic motivation in their English language classroom highly, that is M=21.45, SD=4.09. While the intrinsic motivation is rated with M=17.75, SD=3.97. This means that the level of extrinsic motivation in the students' English language classrooms was high. It also implies that the students focused on getting good grades and approval from others. The level of intrinsic motivation in the English language classroom was lower than the level of extrinsic motivation.

Relationship between Students' Perception of Classroom Environment and Students' Intrinsic Motivation in Learning English Language.

The Pearson Product-Moment Correlation Coefficient was used to answer the third research question of the study: Is there a significant relationship between students' perception of classroom environment (involvement, affiliation, teacher support, task orientation, order & organization, and rule clarity) and students' intrinsic motivation in learning English language?

Table 8: Pearson Product-Moment Correlation on Investigating the Relationships between Students' Perceptions of Classroom Environment and Students' Intrinsic Motivation in Learning English Language.

		Involvement	Affiliation	Teacher Support	Task Orientation	Order and Organization	Rule Clarity
Intrinsic Motivation	Pearson Correlation	-.167*	.287**	.098	.048	-.048	-.085
	Significant (2-tailed)	.048	.001	.249	.570	.576	.318
	N	140	140	140	140	140	140

Note: * Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Table 8 shows that there is a significant negative correlation between students' perception of involvement and students' intrinsic motivation (r = -.167, n=140, p<0.05). This indicates that as students' involvement in the classroom increased, the intrinsic motivation of the students decreased, that is, it was an inverse relationship (Gravetter & Wallnau, 2007). This situation occurred may be due to several reasons. For instance, although the students tried to understand the content of their course as thoroughly as possible, they might lack the abilities to understand the content. Different abilities are required in learning English language courses such as ability in learning literature, ability in learning grammar, ability to comprehend, ability to write in English, etc. Therefore, even though students have intrinsic motivation to learn, however, the lack of understanding may result when they are facing the problem in ability.

In addition, there is a significant positive correlation between students' perceptions of affiliation and students' intrinsic motivation (r = .287, n=140, p<0.01). When the affiliation increased, the intrinsic motivation also increased. Affiliation emphasizes on the friendship and cooperation among students. The significant positive correlation shows that students are more likely to work on certain class assignments in groups rather than individually. They like to work in groups because of the satisfaction obtained from group work. In conclusion, the involvement and affiliation among students are correlated to their intrinsic motivation.

Relationship between Students' Perception of Classroom Environment and Students' Extrinsic Motivation in Learning English Language.

Table 9 provides the correlation matrix between the six types of classroom environment and students' extrinsic motivation.

Table 9: Pearson Product-Moment Correlation on Investigating the Relationships between Students' Perceptions of Classroom Environment and Students' Extrinsic Motivation in Learning English Language

		Involvement	Affiliation	Teacher Support	Task Orientation	Order and Organization	Rule Clarity
Extrinsic Motivation	Pearson Correlation	-.033	-.071	-.096	.207*	.029	.031
	Significant (2-tailed)	.702	.403	.262	.014	.737	.718
	N	140	140	140	140	140	140

Note: * Correlation is significant at the 0.05 level (2-tailed)

There is a significant positive relationship between students' perception of task orientation and students' extrinsic motivation (r = .207, n=140, p<0.05) but the rest of the classroom environment scales (involvement, affiliation, teacher support, order and organization, and rule clarity) were not correlated. Task orientation emphasizes on the importance of completing activities that have been planned in their classroom. Thus, the findings shows extrinsic motivation could encourage students to take part in classroom activities and execute their responsibility as good students.

Conclusion

The results of the findings showed that most of the Form four students perceived affiliation to be the most important dimension in their classroom, followed by rule clarity, teacher support, task orientation, involvement, and lastly, the order and organization. In addition, most of the students have high level of extrinsic motivation but intrinsic motivation was slightly lower. In addition, the results obtained from the findings reported that the perceived involvement and affiliation scales of classroom environment were significantly correlated with students' intrinsic motivation, while task orientation was significantly correlated with students' extrinsic motivation. The results obtained showed that most of the students perceived that affiliation appeared to be the most important dimension in their classroom. This finding is consistent with the findings by Levine and Donitsa-Schmidt (1996) and Cheng (1999) which also found that subjects perceived affiliation more positively. Cheng (1999) found that the senior forms of students tended to rate affiliation higher than other scales of classroom environment.

However, there were other findings which contradict the findings obtained in the present study on perceptions of classroom environment. The finding of this study revealed that students perceived affiliation was the most important dimension of classroom environment in their class but the finding of Davis (2004) was contrary to this. According to Davis (2004), she found that the students rated higher in rule clarity and order & organization. She also indicated that students rated higher in rule clarity and order & organization tended to report higher levels of motivation. The reason that the finding was contrary with the finding of the present study may be due to genders differences. This is proven by past studies which suggested that students' perception of their classroom environment are related to the gender of the student (Henderson, Fisher & Fraser, 1995; Wong & Fraser, 1994). Girls were more likely to have positive social interactions and student support (Slavin, 2003) as in affiliation scale which encourages friendships and group work (Fisher and Fraser, 1983). Since the number of girls (female) in the present study is greater than the number of the boys (male), therefore affiliation may appear to be the most important scale perceived by students in their classroom in the present study.

Findings also showed that students' extrinsic motivation in their classrooms was high. This was supported by Brophy (1987a) who stated that students' motivation to learn was stimulated most directly through communication and socialization obtained form the classroom environment. Thus, extrinsic motivation in the classrooms was high because of the existence of affiliation in the classrooms, which focused on the relationship among students and between students and teachers.

In addition, the findings reported that most of the students' perceptions of classroom environment were not correlated significantly with students' motivation except for involvement, affiliation, and task orientation. Haertel, Walberg, and Haertel's (1981) meta-analysis of twelve past studies indicated that student outcomes were enhanced in classes with greater affiliation and task orientation. The finding of Anderson and colleagues' (2004) research showed that an important dimension of classroom environment was affiliation which was associated with students' motivated behavior in classroom (Anderson, Hamilton and Hattie, 2004).

The findings of this study does not support the findings of earlier researches (Chua, 2004; Davis, 2004; Anderson et al., 2004) which found that there was a significant relationship between students' perceptions of classroom environment (involvement, affiliation, teacher support, task orientation, order and organization, and rule clarity) and their motivation in learning English language. This may be due to the differences in cultural setting and educational system (Li, 1995; Cheng, 1994; Wong; 1993, 1995).

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