

**THE INFLUENCE OF TEACHER-STUDENTS' PROXIMITY
TOWARDS STUDENTS ACTIVENESS IN LEARNING
ENGLISHAT MTs. DARUL IHSAN SALOHE**



THESIS

Submitted in Partial Fulfillment of the Requirement of the Thesis
English Education Study Program

By:

KHAERUNNISA

No. Reg: 180110024

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
YEAR 2022**

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**TITLE PAGE
THESIS PROPOSAL**

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**ENGLISH EDUCATION STUDY PROGRAM
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STATEMENT OF AUTHENTICITY

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Sinjai, June 16th2022

The Researcher,

KHAERUNNISA

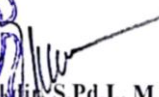
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PENGESAHAN SKRIPSI

Skripsi berjudul *The Influence of Teacher-students' Proximity Towards Students Activeness in Learning English at MTs. Darul Ihsan Salohe* yang ditulis oleh Khaerunnisa Nomor Induk Mahasiswa 180110024, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Ahad, Tanggal 3 Juli 2022 M bertepatan dengan 04 Dzulhijjah 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRACT

Khaerunnisa. The influence of teacher-students' proximity towards students' activeness in learning English at MTs. Darul Ihsan Salohe. Thesis. Sinjai: English Education, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai, 2022.

This study aims to know the influence of teacher-students' proximity towards student activeness in learning English at MTs. Darul Ihsan Salohe and o know how to extend the influence of teacher-students' proximity significantly towards student activeness in learning English at MTs. Darul Ihsan Salohe.

This research is a type of descriptive quantitative research. The sample of this research is 64 students of MTs. Darul Ihsan Salohe The data collection techniques in this research are questionnaires, observations, and documentation, with data analysis techniques using the Normality test, linearity test, simple linear regression, and T-Test.

The results of this research can be proven from the results of the first normality test, the significant value of $0,200 > 0,05$ it can be concluded that the data is normally distributed. The linearity test shows that the significance value of deviation from linearity is $0,179$. It can be concluded that the deviation significance value of $0,179 > 0,05$ means that there is a relationship between the X variable (proximity) and the Y variable (Students Activeness). Then, the hypothesis test through simple linear regression that there is an influence between the X and Y variables because the significant value is $0,0001 < 0,05$. Second, the T-test shows a significant value of $0,0001 < 0,05$, which means H_1 is accepted and H_0 is rejected. There is a 38% significant influence of the independent variable (proximity) on the dependent variable (Students Activeness)

Keywords: Proximity, Students Activeness, Learning English

المستخلص

عبر النساء. تأثير قرب المعلم من الطلاب تجاه نشاط الطلاب في تعلم اللغة الإنجليزية في مدرسة الثانوية دار الإحسان صلوح، البحث، سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، المعهد الإسلامي للمحمدية سنجائي، ٢٠٢٢.

تهدف هذه الدراسة إلى معرفة تأثير قرب المعلمين والطلاب من نشاط الطلاب في تعلم اللغة الإنجليزية في مدرسة الثانوية دار الإحسان صلوح و ٥ يعرفون كيفية توسيع تأثير قرب المعلم من الطلاب بشكل كبير نحو نشاط الطلاب في تعلم اللغة الإنجليزية في مدرسة الثانوية دار الإحسان صلوح.

هذا البحث هو نوع من البحث الوصفي الكمي. عينة هذا البحث ٦٤ طالباً من مدرسة الثانوية مدرسة الثانوية دار الإحسان صلوح تقنيات جمع البيانات في هذا البحث هي الاستبيانات والملاحظات والتوثيق، مع تقنيات تحليل البيانات باستخدام اختبار المعيارية، والاختبار الخطي، والانحدار الخطي البسيط، والاختبار T.

يمكن إثبات نتائج هذا البحث من نتائج اختبار الحالة الطبيعية الأول، حيث يمكن استنتاج أن البيانات يتم توزيعها بشكل طبيعي. يوضح اختبار الخطية أن قيمة الانحراف عن الخطية هي ٠.١٧٩. يمكن استنتاج أن قيمة دلالة الانحراف البالغة ٠.١٧٩ < ٠.٠٥. تعني أن هناك علاقة بين متغير X (القرب) ومتغير Y (نشاط الطلاب). بعد ذلك، تختبر الفرضية من خلال الانحدار الخطي البسيط أن هناك تأثيراً بين متغيري X و Y لأن القيمة المهمة هي ٠.٠٠٠١ < ٠.٠٥. ثانياً، يُظهر اختبار T قيمة معنوية قدرها ٠.٠٠٠١ < ٠.٠٥، مما يعني قبول H1 ورفض H0، وهناك تأثير كبير بنسبة ٣٨٪ للمتغير المستقل (القرب) على المتغير التابع (نشاط الطلاب)

الكلمات الأساسية: القرب، نشاط الطلاب، تعلم اللغة الإنجليزية

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Sinjai, June 16th, 2021

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TABLE OF CONTENTS

COVER	Ii
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY	iii
PENGESAHAN SKRIPSI.....	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	xi
LIST OF TABLES	ix
LIST OF CHART	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	1
A. Background of the Research.....	1
B. Research Questions.....	6
C. Objective of the Research	7
D. Significanceof the Research	7
CHAPTER II THEORETICAL REVIEW.....	10
A. Literature Review	10
B. Previous Research	27
C. Hypothesis.....	33
CHAPTER III RESEARCH METHODOLOGY	35
A. Type and Approach of the Research.....	35
B. Variabel Definition	36
C. Place and Time of the Research.....	37

D. Population and Sample.....	38
E. Technique of Data Collection	41
F. Instrument of the Research.....	44
G. Technique of Data Analysis	49
CHAPTER IV RESULT OF THE RESEARCH.....	57
A. General Description of Research Location	57
B. The Result and Discussion of the Research	58
CHAPTER V CONDLUSION	74
A. Conclusion	74
B. Suggestion	75
REFERENCES.....	78
APPENDICES	

LIST OF TABLES

Table 3.1 The Population of this Research	39
Table 3.2 Validity Level Interpretation Guidelines	48
Table 4.1 The Characteristics of Respondents	59
Table 4.2 The Table of Descriptive Statistics	59
Table 4.3 The result of Normality Test	61
Table 4.4 The Result of Linearity Test	64
Table 4.5 The Result of Simple Linear Regression	65
Table 4.6 The result of T-test	67
Table 4.7 The Result of Coefficient of Determination	68
Table 4.8 The Test Category	69

LIST OF CHART

Chart 1 The Result of the Normality Test of Histogram.....62

LIST OF APPENDICES

Appendix 1 Research Instrument

Appendix 2 The Schedule of the Reserach

Appendix 3 Data And Analysis Data Of The Research

Appendix 4 Documentation of the Research

Appendix 5 Correspondences

CHAPTER I

INTRODUCTION

A. Background of the Research

The process of teaching and learning is the heart of educational process. Education is a deliberate and well-thought-out effort to improve classroom management students actively develop their potential for religious and spiritual power, self-control, personality, intelligence, noble character, and abilities required by themselves, community, nation, and state through teaching and learning procedures. Because skills are activities that develop in a person as a result of a process of education, abilities, interpersonal skills, and technical skills, they are required in the learning process.

Teaching is a process that helps others learn what you already know. The success of a student's learning is largely determined by the successful implementation of the teaching and learning process. That is the function and role of the teacher. As a teacher, it is necessary to manage the classroom. One of the most important elements of an effective learning process is classroom management. Effective teachers include skills and attitudes that allow

them to deliver the greatest possible education for students while also pleasing them during the learning process. This is the technique teachers use to maintain control in the classroom (Putri & Adnan, 2020). Teachers need to create and maintain conditions for teaching so that students can comfortably focus on the class. Teachers must also be able to create good interactions in the process of teaching and learning (Rezky, 2021).

The classroom is an important place for teachers to carry out classroom activities and for students to study. Classroom management is a comprehensive skills in teachers' classroom practice, and stimulating student involvement in the classroom is an important way to improve classroom teaching effectiveness. Classroom efforts refer to the degree to which students focus on learning tasks and activities in the classroom. The level of student involvement in the lesson directly reflects the learning activities in the lesson and influences academic performance and social development (Dong et al., 2021). Therefore, the effectiveness and efficiency of the learning process depends on the teacher's expertise in performing the task.

Based on this, the Qur'an mentions that Allah will elevate and glorify educators from other Muslims who are not knowledgeable and are not educators. The word of Allah SWT in Q.S Al-Mujadilah/58:11, as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجْلِسِ فَافْسَحُوا
 يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا
 مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

Who believes! When it is said unto you: Make room in the assembly, then make room, Allah will give you room. And when it is said: Stand up, then stand up, Allah will raise those of you who believe and those who are given knowledge by degrees. And Allah is Aware of what you do (Indonesia, 2021).

The verse above relates to the teaching and learning process in the classroom. People who have room in the assembly will be given space for him. This relates to the teaching and learning process and the interaction of teachers and students in the classroom, it is an assembly process or a person's process to gain knowledge. The relationship between teachers and students in the teaching and learning process is a very decisive factor, if the

interaction between teachers and students is not harmonious, it can create an undesirable result (Ahmad Irwan Irfany, 2013).

An efficient classroom arrangement that can produce good interactions between teachers and students is the arrangement of student seating proximity. The sitting position represents the teacher's proximity to the pupils as well as the students' proximity to their peers. Teachers' and students' interpersonal interactions, as well as the latter's class involvement, can be influenced by proximity.

Based on the theory according to Zhe Dong, Haiyan Liu, and Xingi Zheng, it was revealed that student involvement in class was based on the proximity of students to the teacher, for example students sitting in the front, middle, side and back were not the same level of activity, students sitting in front and in the middle of the class more active participate and perform better than students sitting behind and to the side (Dong et al., 2021). The closer students are to the teacher, the greater the interaction between students and teachers, and the greater the involvement, concentration, and interest of students in learning. Thus, students obtain satisfactory learning outcomes based on their active learning in class.

Classroom management can help students learn more actively by creating a comfortable learning atmosphere. Active learning is critical for improving learning quality. Students are required to communicate their abilities and are given the option to do so on their own terms. The following is a lyric about (a person will gain based on what he has obtained), that means the students who are active or participate well in class will have an influence on student outcomes (Khusnul Khatimah Adamy, 2018):

Allah SWT says in Q.S. An-Najm/53: 39 which read:

وَأَن لَّيْسَ لِلْإِنسَانِ إِلَّا مَا سَعَىٰ

Translation:

And that a man obtains nothing but what he has earned (Indoensia, 2021)

Based on the results of initial observations at MTs. Darul Ihsan Salohe, the researcher found several facts. First, students tend to prefer to sit in front because they are closer to the teacher and can clearly see the material written on the blackboard. There are 40% of students chose to sit in the front, 24% of students chose to

sit in the middle, 20% of students chose to sit on the side, and 16% of students preferred to sit in the back. Second, unorganized classroom processes such as seating arrangements that are still monotonous and there is no wider space for students to study. In addition, the researcher also obtained information through interviews with three English teachers at MTs. Darul Ihsan Salohe. From the results of these interviews, the teachers have the same opinion that students sitting in the front, side, middle, and back have different levels of activity during the learning process. Students sitting in the front and middle tend to be more active than students sitting on the side and in the back.

Based on this background, researcherare interested in proving the theory of proximity. So that this problem will be investigated through the title "The Influence of Teacher-Students' Proximity towards Students Activeness in Learning English at MTs. Darul Ihsan Salohe."

B. Research Questions

Base on the previous background, the researcher formulates research questions as follow:

1. Is there influence of teacher-students' proximity towards student activeness in learning English at MTs. Darul Ihsan Salohe?
2. How extend the influence of teacher-students' proximity significantly towards students activeness in learning English at MTs. Darul Ihsan Salohe?

C. Objective of the Research

In relation to the problems statements above, the objective of the researchare:

1. To know influence of teacher-students' proximity towards student activeness in learning English at MTs. Darul Ihsan Salohe
2. To know how extend the influence of teacher-students' proximity significantly towards students activeness in learning English at MTs. Darul Ihsan Salohe

D. Significanceof the Research

Based on the research goals to be achieved, direct or indirect benefits from this research to education are expected. The advantages of this study are:

1. Theoretical Benefits

Theoretically, the results of this study are expected to be useful.

- a. Bring classroom refurbishment ideas at MTs. Darul Ihsan Salohe, which will continue to grow in response to community demands and student needs and comfort.
- b. Provide scientific contributions in science to be active in the classroom and to be involved in class management and teaching and learning processes.
- c. As a reference and reference for further research on the impact of student proximity to teachers on learning and as material for further research.

2. Practical Benefits

This research may be useful in the following ways:

- a. For researcher

The research will add insights to classroom management that are more efficient and acceptable to students in the learning process and develop them.

- b. For Teachers

The research will provide ideas for further development of classroom management,

especially processing, that can expand knowledge and support student activities.

c. For Students

Students as research subjects will get experience with active, creative and fun learning. In addition, teachers can discover the nature of student learning in relation to the student's proximity to learning with the teacher.

d. For School

This research will be used as a resource for studying and considering classroom management when deciding on appropriate learning methods and media to improve the method of English lessons.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. Proximity

a. The Meaning of Proximity

The 15th century had seen the first recorded use of proximity. The word proximity takes its title out from Middle French word *proximité*, it is from the Latin word *proximitat*, which comes from the word *proximus*. The theory of physical and metaphorical proximity is critical to the history of "proximity." The term is derived from the Latin words *proximitat*- and *proximitas*, which are synonyms for the adjective *proximus*, which meaning "nearest" or "next." In a variety of different languages, such as Catalan, Portuguese, and Italian, similar words have been created from Latin *proximus*. "proximal," "proximate," and the more uncommon "approximal" are all English derivatives of

"proximus" (meaning "contiguous") (Treisman, 2021).

Proxemics is defined by DedeRiskaNingrum as its own social use and perception, for example in seating and spatial arrangements. In the classroom, teachers can use proxemics to manage the classroom. The distance between teachers and students can influence the teaching and learning process in the classroom. In Indonesia, especially in the areas where this study is being conducted, studies on the proximity of teachers in the classroom are not yet widespread. The teacher who utilize viable vicinity during an example, circle the study hall while understudies are filling in just as when they are effectively teaching (Ningrum, 2017).

In-class accessibility is a term used to describe how close a teacher is to a student during class. Classroom management, student interaction, and progress monitoring are all improved when students are in close proximity during class. Teachers that use effective

proximity in the classroom to cycle through the classroom while students work and actively teach (Engagement, 2017). Proximity Learning makes it easy for teachers to focus on the most important part of being a teacher - teaching the students who need them (Coleman, 2019). In addition, According to Emily Coleman, proximity is an effective and simple strategy for classroom management. It's easy because teachers only have to move towards disruptive students. Physical proximity to the student indicates that the student will return to the assignment (Rohrer et al., 2021).

The researcher concludes that proximity is the distance between teachers and students during the learning process related to the process of structuring or managing teachers in the classroom so that students can study regularly as well as the process of proximity between teachers and students related to interaction (communication) with students individually or in groups that affects student psychology when studying. Thus, students can learn without any

pressure and can participate actively in class and can receive learning effectively and efficiently.

b. The Benefit of Proximity

Good classroom management is important for successful teachers. Integrating proximity control into the teacher's day-to-day work creates a great learning environment for all students. Often, students are embarrassed and angry when they are disciplined in front of their classmates. This can lead to increased destructive behavior rather than escalation. Proximity control is a great way to get students back to work without having to call them in front of their friends. Students often get inconvenienced because they need to pay special attention. The physical proximity of the teacher may be the attention required by the destructive student.

Proximity control also maintains student confidence. Yelling in front of their peers can be devastating to students, even if they don't seem to care. Proximity control politely redirects students. Students are more

motivated to behave with respect in school or in the classroom if they feel respected by their teachers. Another benefit of proximity control is that it allows teachers to keep the class moving forward. Having to interrupt what you are teaching to instruct students to stop problematic behavior will ruin everyone's class. Teachers can be distracted, lose thought flow, and lose control of the entire class. Proximity control allows teachers to move around the classroom and continue teaching specifically to students who need to divert. Teachers do not need to interrupt the lesson because students are more likely to return to the assignment without saying it verbally.

Proximity control has additional advantages. This is an excellent opportunity for teachers to review all of their students. Anxious pupils are more likely to ask the teacher questions as they go about the classroom. Teachers will be more accessible and students will be more involved and behave in their homework (Reilly et al., 2014).

c. The Procedure of Proximity

According to Caitlyn Majeika, there are 4 procedures of proximity:

- 1) Scan the class: The teacher scans the class while giving instructions or individual assignments, looking around the class to determine the level of student activity or involvement. Then identify signs of problems in each student's behavior.
- 2) Student identification: After identifying, record the results of the identification for students who show negative behavior towards the learning process. Such as for students who are not active or have no involvement in class.
- 3) Move towards the student: When giving instructions, move towards the student three feet apart. Then, stand near the student's desk or chair.
- 4) Continue to circulate and scan the class: Then, move away from students and move around the class while observing student behavior (Majeika, 2018) .

2. Learning Activeness

a. The Meaning of Learning Activeness

Student involvement in learning activeness can take several forms, according to Dimiyati, ranging from physical exertion to psychological activity. Reading, writing, listening, and feeling activities are examples of physical activities that can be seen. Activity is inextricably linked to the presence of an activity since there can be no activity without activity. This is true for students. Students cannot be regarded to be active if they do not participate in activities or are not engaged in learning activities. Through learning experiences, the learning process aims to develop student learning activities and creativity (Savriani, 2020).

During the learning process, the involvement of students' minds and student actions is very necessary. Active learning consists of the word "Active" and the word "Learning". Activeness comes from the word "active" which gets "ness" suffix to be

activeness it means activity, busyness (Savriani, 2020). Learning activeness, as defined by Sudjana in Nanda RizkyFitrianKanza et al., is a process of teaching and learning activities in which students are academically and emotionally capable of actively participating in learning activities (Kanza et al., 2020). As a result, student learning activeness is a set of teaching and learning activities that demand students participate actively in the learning process while also improving student conduct. Student learning activeness is observe when the learning process takes place in student activities.

According to Emerald, et al stated that the activeness of students in the teaching and learning process is one indicator of the success of learning (E. K. Dewi et al., 2020). Meanwhile, according to Mardiyan in Emerald to see indicators of student activity, it can be through student enthusiasm in the learning process, doing assignments that have been given, answering questions from the teacher,

and actively making work in front of the class (E. K. Dewi et al., 2020). This is in line with Muhadir who stated that learning activities are all activities carried out by teachers who interact with students in achieving learning objectives. The activity referred to emphasizes on students, because with student activities in the learning process an active learning situation is created (Mudahir, 2021).

It can be concluded that student activeness in learning is an interaction between teachers and students which is carried out in the learning process and can increase students learning motivation so that it can achieve learning objectives. In addition, learning activities are all student activities that are physical and non-physical for students in the optimal learning process so to create a conducive learning atmosphere.

b. The Indicators of Learning Activeness

The teacher assessment in the classroom can be seen from the extent to which students are active in the learning process. Paul

B Diedrich in Triyani classifies seven learning activeness into the following categories (Triyani, 2018) :

- 1) Reading, paying attention to pictures, and experimenting are all examples of visual activity;
- 2) Oral Activities, often known as oral activities or pronunciation, include speaking, focusing, asking questions, expressing opinions, conducting interviews, and participating in discussions;
- 3) Listening Activities, specifically listening activities such as listening to conversations, talks, music, and speeches;
- 4) Composing activities, such as writing stories, essays, reports, questionnaires, and copying are examples of writing activities;
- 5) Motor activities, or movement activities, include things like conducting experiments, building structures, and playing;

- 6) Responding, remembering, solving issues, analyzing, and making decisions are examples of mental activities;
 - 7) Emotional Activities, or emotional activities such as being interested, bored, pleased, thrilled, excited, and tranquil are examples of emotional activities.
- c. The forms of Learning Activity

1) Psychic Activity

According to cognitive flow, learning demonstrates the existence of a living soul. The soul transforms the information it receives rather than simply storing it (Gomez-Pinilla & Hillman, 2013). The following are psychic activities, including:

a) The sensory activity

Engage senses as much as possible when participating in classroom activities, as the Al-Qur'an emphasizes that humans are instructed

to use their senses of sight, hearing, and touch.

b) Emotions Activeness

Students should always endeavor to love what they will and have learn during the learning process activities, and be cheerful, happy, brave, and peaceful when learning takes place.

c) Intellectual

Activity the mind must always be engaged during the teaching and learning process so that it may take the initiative or make conclusions. As a result, every teacher must mold children's minds.

d) Memory Activity

Students must be active in receiving educational materials from the teacher and attempting to store them in the brain in order to be able to express theoretically and memory will work.

2) Physical Activity

Student action in learning, according to Thorndike's theory, is governed by the "Law of Exercise," which states that learning involves practice. There are variety of educational opportunities:

a) Writing

Taking notes or writing can be said as a learning activity if students in writing, especially students, have certain needs and goals so that later the notes will be useful for achieving learning goals (Andi Mentari Nurul Putri & Hasmianti, 2021). Writing is meant here if in writing students are aware of the motivation and purpose in writing. Writing is referred to as a physical activity because it entails the collection of words in some media .(Putra, 2019) As a result, it can encourage pupils to participate

actively in class learning (Antoni, 2016).

b) Reading

Reading has a significant impact on learning processes. The majority of learning activities involve reading; in order to study effectively, it is also required to read effectively, as reading is a learning instrument. Reading is a writing-based activity for gaining meaning or knowledge (K. Dewi, 2016). Reading is the most important and difficult skill in a language. Furthermore, reading is the identification of a word's meaning symbol (Munandar & Srimurni, 2021).

c) Discussion.

There are numerous learning activities that can be done during a discussion, such as asking questions, expressing ideas, or making suggestions, and so on. Students' potential will be developed if a

dialogue is held during the learning process. Student activity can be increased by using strategies or methods that are appropriate to the discussion (Rohmadi et al., 2013).

d) Listening

Hearing is a response that occurs because of the stimulation of the sound. Because many people hear but do not understand or remember what they hear, the reception of sound waves by the listener's senses does not imply that there is a conscious perception of what is heard. In this scenario, students' active listening is critical in order to get them to participate in class. The majority of students gradually improved their engagement in the three phases of listening activities: pre-listening activities, while listening activities, and post-listening activities. The level of student participation increased from

one meeting to the next. That means that students are more interested in class when listening exercises are included (Andyani, 2015).

d. The factors of learning activity

According to MuhibbinSyah in Zaeni, et al is revealed that the factors that influence student learning activity are divided into three types, namely internal factors originating from (inside students), internal factors originating from (outside students), and learning approach factors (approach to learning). Broadly speaking, the factors that influence the active learning of students are as follows (Zaeni et al., 2020).

- 1) Internal factors of students, are factors that come from within the students themselves, consisting of:
 - a) Physiological aspect, namely the general physical condition and tone (muscle tension) which marks the level of fitness of one's organs, affects

the enthusiasm and intensity of students in following lessons.

- b) Psychological aspect, learning is essentially a psychological process. All psychological states and functions of course affect a person's learning process.

The psychological factors of students that can usually affect learning activity are:

- a) Intelligence, which is the level of intelligence of students (IQ). The higher a person's level of intelligence, the higher the chances of students to achieve learning objectives;
- b) Attitude, is an internal symptom in the form of a tendency to react or respond;
- c) Talent, is the potential or ability to achieve achievement with the capacity possessed. High interest, tendency or enthusiasm for something;

- d) Motivation is a psychological condition that encourages someone to learn.
- 2) External factors of students, namely environmental conditions around students. The following are part of the external factors:
- a) Social environment, namely teachers, administrative staff, and classmates.
 - b) Non-social environment, namely school buildings, residential houses, learning tools, weather conditions and time used;
- 3) Learning approach factors, namely all the ways that students do that can support the effectiveness and efficiency of the learning process (Zaeni et al., 2020).

B. Previous Research

Relevant previous research results are in accordance with the research to be carried out:

1. Dede Riska Ningrum (in 2017) concluded a research on titled “*Teacher’s Proximity in*

Conducting *Classroom Management*” The study aims to find how teachers used proximity to manage their classrooms. The research was conducted at a junior high school in Lembang. The participants in this study were two English teachers from the school chosen. One of the teachers is a woman, and another one is a man. Both of them are the grade teachers. Three classrooms were chosen as the focus of the study. The research methodology for this study was case study, which is one of the qualitative research design kinds. The information was collected through interviews and surveys in the classroom. The teachers used nonverbal communication to manage the classroom. The proximity of the teacher was one of those nonverbal cues. It was that teachers should maintain proper distance in specific instances. It was linked to the teachers' qualities, such as their mobility and knowledge of students, as well as the students' qualities. The findings suggest that the teacher's proximity may readily draw pupils' attention. However, it was discovered in this study that teachers should maintain appropriate distance in

specific scenarios. This has something to do with instructor traits like mobility and student comprehension, as well as distance functions. Teachers saw nonverbal communication, particularly proxemic or proximity, as vital in classroom management, according to the results of the interviews. In the classroom, distance and mobility have an impact on the teaching and learning process. Students do not hesitate to ask questions or attempt to answer them, and they complete the exercises and class assignments. In other cases, such as when presenting content or giving a lecture, the teacher must reach every student in the room (Ningrum, 2017).

The similarity between these studies is that they both examine proximity in class. Meanwhile, the difference between Dede Riska Ningrum's research and this research are, (1) Dede Riska Ningrum's research uses a case study research methodology, which is a type of qualitative research design, and information is collected through interviews and class surveys. Meanwhile, this research uses ex post facto research with a

quantitative approach and the data is collected through observation and questionnaires. (2) The object of Dede Riska Ningrum's research is a male teacher and a female teacher, while the object of this research is students who are in school. (3) Dede Riska Ningrum's research examines the types of communication used by teachers in class. Meanwhile, this study examines the influence of teacher-students' proximity on student learning activities.

2. The research results Kristina Yosefina Simorangkir, dkk (in 2019) "*Student's Participation in Class: Between Proximity, Teaching Method, and Communication Intensity*" In this case, the teachers' communication with their students is intended to increase the students' willingness to study and participate actively in class activities. The goal of this study is to look at the impact of proximity variables between teachers and students, as well as teaching methods and communication intensity between teachers and students, on students' active engagement in the classroom. The data was collected using cluster random sampling techniques

with 222 samples from primary school kids in BundaMulia School Bilingual Class in Central Jakarta. The route analysis from SPSS (Statistical Product and Service Solution) 20 was used as the analytical method. The findings revealed that proximity between teachers and students, as well as teachers' teaching methods and the intensity of communication, have an impact on student involvement in class (Simorangkir et al., 2019).

The similarities between Kristina Yosefina's research and this research are that they both discuss proximity and both use a quantitative research approach. The difference is, Kristina Yosefina's research combines proximity with teacher teaching methods and the intensity of teacher communication in the classroom. Meanwhile, this research combines proximity and teacher-students' learning activity. In other words, Kristina Yosefina's research wants to see the proximity of teachers and students when teaching through the intensity of communication (there is treatment in it). Meanwhile, this research focuses on

examining the effect of the proximity of teachers and students on student learning activities.

3. The research results Julia M. Rohrer, et.al (in 2021) regarding *“Proximity can induce diverse friendships: A large randomized classroom experiment”* According to the results of this study, sitting next to each other boosted the likelihood of mutual friendship from 15% to 22% on average. Furthermore, regardless of students' dyadic similarity in terms of educational achievement, gender, or ethnicity, the induced proximity boosted latent preferences toward equal friendship for all students. However, true friendships were more likely to form among students who were alike than among students who were dissimilar, a tendency driven mostly by gender. Our findings imply that scalable light touch interventions can influence face-to-face networks and develop diverse friendships among groups of people who already know each other, but they also emphasize the difficulty of crossing borders, particularly those determined by gender (Rohrer et al., 2021).

The similarity from the research of Julia M. Rohrer, et al. between these studies is that they both discuss proximity. The difference are first, Julia M. Rohrer's research uses an experimental class, while this study did not use the experimental class. Second, Julia M. Rohrer's research connects sitting proximity to increase friendship between students and then links between educational attainment, gender, and ethnicity, while this study connects the proximity of teachers and students to student learning activities without any treatment.

C. Hypothesis

The hypothesis is an estimate of the relationship between one variable and another that is stated simply. This is often referred to as a calculated or estimated (Iswanti, 2017) . The hypothesis statement is divided into 2, namely the null hypothesis (H_0) and the alternative hypothesis (H_1). The null hypothesis is a statement that is not in accordance with predictions, while the alternative hypothesis is a statement that is in accordance with predictions (Iswanti, 2017). The hypothesis in this study is:

H_0 : There is no significant influence of teacher-students' proximity towards student activeness in learning English at MTs. Darul Ihsan Salohe

H_1 : There is a significant influence of teacher-students' proximity towards student activeness in learning English at MTs. Darul Ihsan Salohe

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Approach of the Research

This research is ex post facto in nature. Because these variables are neither change or treated in this study, the research design is ex post facto. Ex post facto research is a type of investigation that examines events after they have occurred in order to determine the reasons that led to them. Ex post facto study, to put it another way is research conducted after an event has occurred (Widarto, 2013). Its goal is to figure out what caused the changes in the independent variables. As a result, the sort of ex post facto used is causal-comparative research, which entails research activities that begin with determining the influence of one variable on another (Widarto, 2013).

The research used a quantitative descriptive approach. Quantitative research uses numbers, starting from the collection of information, interpretation of the information, and the appearance of the results. This approach is also associated with research variables that focus on current problems and phenomena that are happening at the present time in the form of research results in the form of numbers that have meaning

(Jayusman & Shavab, 2020). In this research used a quantitative descriptive approach to analyze the influence of teacher-students' proximity towards students activeness in learning English.

B. Variabel Definition

Research variables are research objects that are the point of attention. The components in question are important in drawing conclusions or inferences from a study. A variable is something that becomes the object of research observation, often also referred to as a factor that plays a role in research or the phenomenon to be studied.

According to Sugiyono in Sri Hernawati, based on their function, variables can be grouped into several kinds of variables, namely:

- a. Independent variables are often called stimulus, predictor, antecedent, independent variables. The independent variable is the variable that affects or causes the change or the emergence of the dependent variable (bound). The independent variable (X) of this research is teacher-students' proximity.
- b. The dependent variable is often called the output variable, criteria, consequence, and bound. The

dependent variable is the variable that is affected or the result because of the independent variable (Hernawati, 2017). The dependent variable (Y) in this research is students activeness in learning English..

C. Place and Time of the Research

1. Place of Research

This research was conducted at MTs. Darul Ihsan Salohe. The reasons the researcher chose MTs. Darul Ihsan Salohe as the research location are first, during the COVID-19 period, there were rules for learning to be carried out virtually. In addition, there are also face-to-face schools, but by meeting the requirements of face-to-face learning restrictions, students are divided into several shifts to enter class. The researcher feels that the object of research in public schools cannot meet the requirements of the research variable so that the researcher chooses the Islamic boarding school as the object of research because learning is carried out via directly. Second, the researcher is interested in the English learning system used at MTs. Darul Ihsan Salohe.

2. Time of Research

This research was conducted from March to May 2022 at MTs. Darul Ihsan Salohe.

D. Population and Sample

1. Population

In quantitative research, the researcher did the sampling due to the limitations of time, cost, and effort. Taking part of the entire population into a sample is called a sampling method for sampling technique. In quantitative research, the population is defined as a generalization area that stands for objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions (Sirajuddin, 2017). The population is the entire research subject (Sadiyah., 2020).

The population comes from the English word. Population which means the number of people. Therefore, it is usually mentioned the word population, people sometimes relate it to population problems. The following is the population of this research:

Table 3.1 The Population of this Research

No	Class	Total		Total
1.	VII	36	25	61
2.	VIII	12	9	21
3.	IX	12	-	12
Total				94

The table above shows that the population of this study were 94 students. The population comes from the male category in grades VII, VIII, and IX. Then the category of females from grades VII and VIII at MTs. Darul Ihsan Salohe, there are no graduates yet so there are no students in class IX.

Based on student data in MTs. DarulIhsanSalohe, there were 94 total students. However, during the research process, there were 30 students who took the Tahfidz class, so they no longer studied English in class. Therefore, the researcher only gave research questionnaires to 64 students who studied English in class.

2. Sample

The sample is a portion of the population or a small subset of the population taken according to particular processes in order to represent the population, or in other words, the sample is a subset of the population's number and characteristics (Sugiyono, 2013). The sample is part of a big number of population, and it is impossible for researcher to investigate everything in the population owing to a lack of funds, time, and energy, thus they employ research samples drawn from the population (Saleh, 2017). Therefore, the sample that was employed had to be representative.

The sample method employed in this research was non-probability sampling. Non-probability sampling is a sampling approach that does not provide each element or member of the population an equal chance of being chosen as a sample (Sugiyono, 2017). According to Suharsimi Arikunto in Jefri Hendri Hatmoko explained that if the population is less than 100, it is better for the entire population to be used as a sample. So the research is a population study (Hatmoko, 2015). So this research used total sampling

as a sampling technique, so the sample in this research amounted to 64 students. The researcher used the entire population as a sample because there were no certain criteria that were required in the sampling process. In a sense, the characteristics of the sample are homogeneous.

E. Technique of Data Collection

Collection techniques are the methods used by researcher to collect research data. Data collection techniques that used in this study were questionnaires, observation, and documentation.

1. Observation

Observation is an investigation carry out systematically and intentionally by using senses to the events that took place and can also be analyzed at the time the incident occurred. The main purpose of observation is to describe the observed situation such as the working process of the observed (Sugiyono, 2016). The observation function in more detail consists of describing, filling, and providing generalizable data. Filling in the data means that the observations carried out function to complement

scientific information on the social phenomena studied through research techniques. Provide data that can be generalized, meaning that every research activity, resulting in response or reaction from the subject of observation.

When performing a preliminary study, observations are made to see the symptoms and issues that are present at the research location. The type of observation used in this research was non-participant observation, meaning that the researcher is not involved in the process carried out by the data source, but only as an independent observer (Sugiyono, 2017). Thus, researcher have observed and collected data that support and strengthen research data to better understand students' learning activities and students' proximity to learning English without being involved in learning English.

2. Questionnaire

The questionnaire is one of the research data collection techniques similar to interviews. However, the interview was conducted orally, while the questionnaire was the respondent filling out a questionnaire that had been prepared by the researcher.

These research questionnaires have been distributed to students as material for analyzing techniques on the influence of teacher-student proximity towards students activeness in learning English in grades VII, VIII, and IX in MTs. Darul Ihsan Salohe. The list used in this reserach is a closed questionnaire because the respondent only needs to put a checklist on one of the answers that he thinks is correct. While the assessment of the questionnaire will use a Likert scale of 1 to 5.

3. Documentation

Information can also be obtained through facts stored in the form of letters, diaries, photo archives, meeting results, souvenirs, and activity journals called documentation. Documentation comes from the word document which means written goods. The documentation method means procedures for collecting data by recording existing data. The documentation method is a data collection method used to trace historical data (Iswanti, 2017). Documentation technique or study is a way of collecting data through archival heritage.

The documentation of this research is in the form of teacher evaluations of student activities in

class. Documentation was collected directly from English subject teachers in MTs. Darul Ihsan Salohe includes a list of the names of students who are active in each class, the number of students, a list of student attendance in each class, and photos of students in the English learning process.

F. Instrument of the Research

1. Observation

This research data collection method used to observe directly in the field. If the number of respondents or research samples observed is not excessively large, data gathering approaches based on observation are used. Direct, non-systematic observations are carried out, which are observation taken at the moment of an event without prior preparation and limiting the framework to be employed.

Observation in this study uses structured observation, meaning that observations have been systematically designed about what is being observed or the researcher already knows the variables to be observed (Sugiyono, 2017). So in the observation

stage, the researcher prepared an observation checklist based on the indicators on the research variables. This makes it easier for researcher to collect research data through observation.

2. Questionnaire

The researcher used research instruments in the form of questionnaires the form of questions based on indicators on research variables that are used as guides during the research process. This research questionnaire consisted of a series of questions that were asked to be answered by the respondents. The questionnaire in this research was given using a questionnaire sheet with a vulnerable score of 1-5 which had been adjusted to the research indicators.

The Likert scale was used to determine the range of scores used in this study. Thus, research indicators are measured using a Likert scale. The questionnaire that has been made is based on the instrument grid. The questionnaire will then be put together in the form of a checklist (✓) with five potential answers and students choose the one that best fits their point of view. The likertscale's level of agreement is made up of five scale choices ranging

from Strongly Agree (SS) to Strongly Disagree (STS). The 5 choices include Strongly Agree (SS), Agree (S), Neutral (RG), Disagree (TS), and Strongly Disagree (STS) (Hanafiah et al., 2020).

3. Documentation

This research documentation in the form of teacher evaluations of student activity in class. Documentation has been collected directly from teachers of English subjects at MTs. Darul Ihsan Salohe includes a list of the names of students who are active in each class, the number of students, a list of student attendance in each class, and photos of students in the process of learning English.

The instruments that have been compiled are then tested for validity and reliability. The following are the steps or procedures carried out on the research instrument:

1. Validity Test

According to Sugiyono in Engkus, validity shows the accuracy of the degree between the data that actually occurs on the object and the data collected by the researcher. Validity test can be taken on the data from the questionnaire results (Engkus, 2019). This study uses the Pearson Product Moment correlation

formula to determine the validity of a research instrument using the SPSS (Statistical Product and Service Solution) program. The validity test employed in this research was the Pearson Product Moment correlation formula with the following deviation value:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Description:

r_{xy} : Correlation between variables x and y

$\sum XY$: Total deviation score x times the score

y

$\sum x^2$: Total deviation of x score after first

squared

$\sum y^2$: Total deviation of y score after first

squared (Sugiyono, 2016)(Sugiyono, 2013)

After obtaining the validity value for each item score in the question, the following step is to compare

these values to the guideline table in order to interpret the correlation coefficient in Table below:

Table 3.2 Validity Level Interpretation Guidelines

Coefficient Interval	Relationship Level
00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Currently
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

If there is a link between instrument item scores and overall scores, this question is said to be legitimate in the trial.

2. Realibility Test

The reliability test of the research instrument is a test carried out to determine the reliability or level of confidence of a question item in measuring the variables studied. Reliability test is conducted to determine the level of stability of a measuring instrument. The reliability test carried out using an internal consistency reliability approach that used Cronbach's alpha to

identify how well the relationship between the items in the research instrument, with the help of the SPSS (Statistical Product and Service Solution) version 25 application (Engkus, 2019).

G. Technique of Data Analysis

The analysis technique used to analyze the data is Simple Linear Regression test. This analysis aims to determine the variable (X) of the influence of teacher-students' proximity towards the variable (Y), namely student activity at MTs. Darul Ihsan Salohe.

The data analysis technique used in this research was quantitative analysis consisting of descriptive statistical analysis, inferential analysis, and testing hypothesis.

1. Descriptive Statistics

Descriptive statistics are also known as deductive statistics, meaning statistics whose level of use includes ways of collecting data, compiling data, or organizing data as well as presenting data and analyzing numerical data. In this study, the researcher

used descriptive statistical analysis mean (Nuryadi et al., 2017). (Nuryadi et al., 2017)

a. Mean

$$\bar{x} = \frac{\sum_{i=1}^k f_i x_i}{\sum_{i=1}^k f_i}$$

Description: $\bar{x}$ = Average

f_i = Frequency

b. Percentage (%)

$$P = \frac{F}{N} \times 100\%$$

Description: P = Percentage figures

F = Frequency

N = Number of samples

The researcher used the SPSS (Statistical Product and Service Solution) version 25 application to make it easier to analyze the data of the research.

2. Inferential Statistics

Inferential statistics are inductive statistics because they are the polar opposite of deductive statistics.

Inferential statistics are a set of principles or methods for predicting, estimating, and drawing broad inferences. Inferential statistics are used to estimate population parameters and to test hypotheses. The data analyzed using a Simple Linear Regression Test as the analytical technique. However, before conducting data analysis, it is necessary to test the data analysis prerequisites, namely:

a. Prerequisite

1) Normality Test

The data normality test aims to show that the data obtained from the population is normally distributed. Kolmogorov-Smirnov and Shapiro-Wilk are two forms of normality tests. Kolmogorov-Smirnov is used for large samples (>50) and Shapiro-Wilk is used for small samples (<50) (Setyawan, 2020). The Kolmogorov-Smirnov type was used in this study because of the large test sample size, the sample in this study was 64 or (> 50), namely (Yolanda, 2021):

- a) If $\text{Sig} > 0,05$ then the sample comes from a normally distributed population;

- b) If Sig $< 0,05$ then the sample does not come from a normally distributed population.

2) Linearity Test

In general, the linearity test aims to determine whether the variable (X) the influence of teacher-students' proximity and the variable (Y) student activity at MTs.DarulIhsanSaloh have a significant linear relationship or not. The following is the basis for making linearity test decisions:

- a) If the significance $> 0,05$ then there is a linear relationship between the X and Y variables.
- b) If the significance $< 0,05$ then there is no linear relationship between the X and Y variables.

b. Hypothesis Testing

After doing the prerequisite test for data analysis, the researcher did the following hypothesis testing;

1) Simple Linear Regression

This analysis is to measure the effect of one independent variable (X) on the dependent variable (Y).

The variables in a correlation test that is not followed by a regression test are usually functional or causally unrelated (causation). The formula is as follows:

$$\hat{Y} = \alpha + bX$$

Description:

$\hat{Y}$ = Regression line/response variable

α = Constant (intercept), the intersection

with the vertical axis

b = Regression constant (slope)

X = Independent variable/ predictor

(Yuliara, 2016)

The magnitude of the constants α and

b can be determined using the equation:

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n (\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

n = number of data

The basis for making decisions in regression analysis is:

- a) If the significance value (Sig) < 0,05 means that there is an influence between the X and Y variables
- b) If the significance value (Sig) > 0,05 means that there is no effect between the X and Y variables.

The researcher used the SPSS (Statistical Product and Service Solution) version 25 application to make it easier to analyze the data of the research.

2) T-Test

According to Imam Ghozali in Nur Gandhi Mahesti and Zulaikha, the t-test statistic shows how far the influence of one independent variable individually in explaining the variation of the dependent variable. The test is carried out using a significance level of 0,05($\alpha = 5\%$) (Mahesti, 2019). Acceptance or rejection of the hypothesis is carried out with the following criteria:

- a) If the significant value $< 0,05$ then H_0 is rejected, meaning that there is a significant influence between one independent variable on the dependent variable.
- b) If the significant value $> 0,05$ then H_0 is accepted, meaning that there is no significant effect between one independent variable on the dependent variable.

The researcher used the SPSS (Statistical Product and Service Solution)

version 25 application to make it easier to analyze the data of the research.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of Research Location

1. The profil of MTs. Darul Ihsan Salohe

- a. Name of Madrasa : MTs. DarulIhsanSalohe
- b. No. Statistics of : 121273070033
Madrasas
- c. NPSN : 69728486
- d. Established : 2015
- e. No Decree of : 277 The year 2010
Establishment
- f. SK Date : 19 June 2010
- g. Study time : Morning
- h. Complete Address : Salohe Village, Kec.
Sinjai East District.
Sinjai, South Sulawesi
Province
- i. TIN : 02.216.700.1-806.002
- j. The head name : Musttamin, M.Pd
- k. No. Tel/HP : 082399611411
- l. Name of Foundation : Al-Hasaniyah

- Education Foundation
- m. Chairman of the : Ahmad Mumtazar
foundation
- n. Foundation Address : Jl. Sinjai-Bulukumba
Axis Km 10 Salohe
Village, Kec. SinjaiEast
District. Sinjai, South
Sulawesi Province
- p. Foundation Phone : 082196174155
Number
- q. Foundation No : 58 Notary: Aenuddin,
Deed of SH Ratification of
Establishment Deed:
w15.D9.HT.01.07-
48/2002

B. The Result and Discussion of the Research

1. Result of The Research

a. Characteristics of Respondents

The characteristics of respondents this research were 64 students of MTs. DarulIhsanSalohé.

Table 4.1The Characteristics of Respondents

Gender	Total Students	Presentation
Male	41	64%
Famale	23	36%
Total	64	100%

b. Descriptive statistics

The questionnaire data that has been answered by respondents was then collected and analyzed to determine the influence of teachers-students' proximity to words students activeness in learning English. Researcher used descriptive statistical analysis by distributing questionnaires directly to respondents.

Table 4.2The Table of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Proximity	64	50	100	76,28	11,635
Students Activeness	64	32	100	79,13	13,443
Valid N (listwise)	64				

The table above is the result of calculating statistical data using SPSS version 25 which has been answered by 64 students. MTs. DarulIhsanSalohe from each variable. The value of the variable X (Proximity) is a minimum of 50, a maximum of 100, a mean of 76,28, and a standard deviation of 11,63. Meanwhile, the value of the Y variable (Students Activeness) is a minimum of 32, a maximum of 100, a mean of 79,13, and a standard deviation of 13,44. The value from the table above is obtained from the results of the study in the form of filling out a questionnaire given to 64 respondents at MTs. Darul Ihsan Salohein the English language learning process.

c. Inferential Statistics

1) Prerequisite

a) Normality Test

The normality test is a test carried out by researcher to measure the data that is owned normally distributed. The researcher used the Kolmogorov-Smirnov type of normality test. The data can be said to be normally distributed If Sig >0,05 then the sample comes from a normally distributed

population, otherwise If Sig <0,05 then the sample does not come from a normally distributed population. Data in a study can be said to be good if the data is normally distributed. So that in this study the researcher collected data regarding teacher-students' proximity toward S students activeness in learning English at MTs. Darul Ihsan Salohe. The data were analyzed using the Kolmogorov-Smirnov normality test using SPSS version 25.

Table 4.3 The result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Std. Deviation	10,50486951
	Absolute	0,062
Most Extreme Differences	Positive	0,054
	Negative	-0.062
Test Statistic		0.062
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

Based on the results of the Kolmogorov-Smirnov normality test above, it shows that the significance value produced by Asym. Sig. (2-tailed) is 0,200 greater than the alpha value (0,05) or ($0,200 > 0,05$). It can be concluded that the data on the variable X and variable Y have a normal distribution.

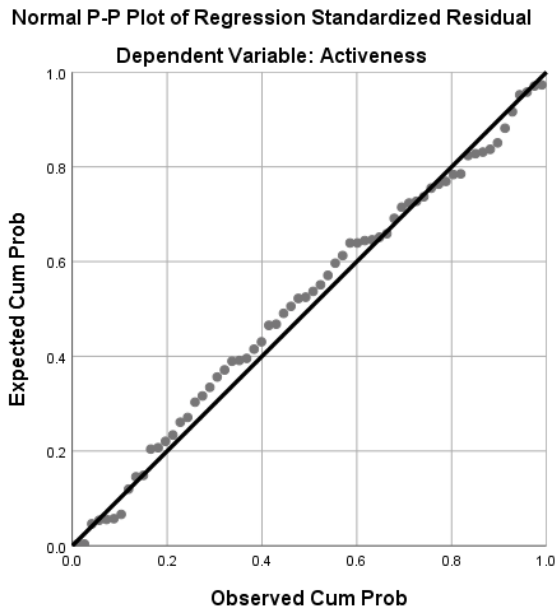


Chart 1 The Result of the Normality Test of Histogram

The normality of a data can be recognized or detected by looking at the distribution of the data or points on the diagonal axis in the histogram graph of the residuals. The basis for decision making is as follows:

- (1) If the data spreads around the diagonal line and follows the direction of the diagonal line, or the histogram graph shows a normal distribution pattern, then the regression model fulfills the assumption of normality.
- (2) Conversely, if the data spreads away from the diagonal and does not follow the direction of the diagonal line or the histogram graph does not show a normal distribution pattern, then the regression model does not meet the assumption of normality (Ghozali, 2018).

According to the histogram above, shows that the data spreads around the diagonal line and follows the direction of the diagonal line, then the data is normally distributed.

b) Linearity Test

The linearity test aims to determine the form of the relationship between the X variable (proximity) and the Y variable (Students Activeness) with the basis for making the decision. The linearity test is If the significance deviation $> 0,05$ then there is a linear relationship between the X and Y variables, or vice versa If the significance deviation $< 0,05$ then there is no linear relationship between the X and Y variables

Table 4.4 The Result of Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Students Activeness * Proximity	Between Groups	(Combined)	8596,000	33	260,485	2,802	0,003
		Linearity	4432,806	1	4432,806	47,682	0,0001
		Deviation from Linearity	4163,194	32	130,100	1,399	0,179
	Within Groups		2789,000	30	92,967		
	Total		11385,000	63			

Based on the results of the linearity test in the Anova table above, it shows that the significance value of deviation from linearity is 0,179. It can be concluded that the deviation significance value of $0,179 > 0,05$ means that there is a relationship between the X variable (proximity) and the Y variable (Students Activeness).

2) Hypothesis Testing

a) Simple Linear Regression

Simple linear regression is a test conducted to determine the effect of variable (X) Proximity on variable (Y) Students Activeness. Each variable can be said to influence each other if the value of $\text{sig} < 0,05$.

Table 4.5 The Result of Simple Linear Regression

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4432,806	1	4432,806	39,532	0,0001
	Residual	6952,194	62	112,132		
	Total	11385,000	63			

Based on the output in the Anova table above, If the significance value (Sig) $< ,05$ means that there is an influence between the X and Y variables. If the significance value (Sig) $> 0,05$ means that there is no influence between the X and Y variables. The test results indicate that the significant value is $0,0001 < 0,05$.

b) T-Test

The t-test is a hypothesis testing process used to determine the effect of the independent variable (Proximity) on the dependent variable (Students Activeness). The hypothesis that will be tested in this study is the influence of teachers-students' proximity towards students' activeness in learning English. The results of the t-test will be compared with the t-table using an error rate of 0,05 or with a 5% confidence level. The results of the t-test are determined from the comparison between the significant value and the alpha value (0,05) if the sig value $> 0,05$ then H_0 is accepted. On the other

hand, if the value of $\text{sig} < 0,05$, then H_0 is rejected. The hypothesis in this study is:

H_0 : There is no significant influence of teacher-students' proximity towards student activeness in learning English at MTs. Darul Ihsan Salohe

H_a : There is a significant influence of teacher-students' proximity towards student activeness in learning English at MTs. Darul Ihsan Salohe

Table 4.6 The result of T-test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,132	8,846		2,728	0,008
	Proximity	0,721	0,115	0,624	6,287	0,0001

The hypothesis from the table above by looking at the significant value of $0,0001 < 0,05$, which means H_a is accepted and H_0 is rejected. So, the results of the hypothesis testing of the two methods above are that

there is a significant influence of teacher-students' proximity towards students' activeness in learning English at MTs.Darul Ihsan Salohe.

Table 4.7The Result of Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.624 ^a	0.389	0.380	10.589

Based on the model summary table of the results of the coefficient of determination test above, it shows that the Adjusted R Square value is 0.389 or it can be interpreted that the ability of the independent variable (X) in explaining the dependent variable (Y) is 38%, the remaining 62% is explained by other variablesnot discussed in this study.

Table 4.8 The Test Category

Score	Coefficient	Description
5	79,5% - 95%	Very high
4	60% - 79%	High
3	39,5% -58,5%	Enough
2	20% - 39%	Low
1	0,5% - 19,5% S	Very Low

Based on the test categories in the table above, it can be concluded that the Adjusted R Square value is 38%, which indicates that the level of influence of the Independent variable on the dependent variable is 38% or the resulting influence is low.

2. Discussion of the Research

The research that has been carried out by researcher shows that there is an influence of teacher-students' proximity towards students' activeness in learning English. The results of statistical data from 64 students of MTs Darul Ihsan Salohe show that the value

of the variable X (Proximity) is a minimum of 50, a maximum of 100, a mean of 76,28, and a standard deviation of 11,63. Meanwhile, the value of the Y variable (Students Activeness) is a minimum of 32, a maximum of 100, a mean of 79,13, and a standard deviation of 13,44. Furthermore, from the results of the Kolmogorov-Smirnov normality test, it shows that the significance value is produced by Asym. Sig. (2-tailed) is 0,200 greater than the alpha value (0,05) or $(0,200 > 0,05)$ which means the data is normally distributed. Then, the results of the linearity test show that the deviation significance value of $0,179 > 0,05$ means that there is a relationship between the X variable (proximity) and the Y variable (Students Activeness).

Based on previous research that is associated with this research, it shows a significant difference from the results of the study. Research written by Dede Riska Nigrum examines proximity based on nonverbal communication between teachers and students and uses qualitative research methods. Meanwhile, the research written by Yosefina Simorangkir and Julia M. Rohrer is an experimental study that aims to see the effectiveness of proximity to communication between friends,

ethnicity, and gender in the learning process in the classroom. This shows that research on proximity has been examined using other methods. So, from this research, the researcher found novelty in terms of methods and research results. This is also reinforced by the reference theory of Zhe Dong, Haiyan Liu, and Xingi Zheng. This research proves that students sitting in the front, middle, side, and back did not have the same level of activity. Students sitting in the front and in the middle of the class more actively participate and perform better than students sitting behind and to the side.

The results of the researcher's observations contained in the appendix on pages 91-101 when conducting research in five classes at MTs Darul Ihsan Salohe, showed that students sitting in front tended to observe learning activities carefully, and see the blackboard more clearly. Meanwhile, students sitting in the middle tend to answer questions asked by the teacher, ask questions and be calm. Students sitting on the side and behind tend to pay less attention to the teacher's explanation and do not dare to ask or answer questions from the teacher. So, it can be concluded that,

students who sit in front and in the middle are more active during the learning process in class and teacher-students proximity has an influence towards the activeness of learning English in class.

Research conducted by Dede Riska Nigrum shows that teachers view nonverbal communication, especially proxemic or proximity, as vital in classroom management, according to interviews. In the classroom, distance and mobility have an impact on the teaching and learning process. Students do not hesitate to ask questions or try to answer them, and they complete exercises and class assignments.

Kristina Yosefina Simorangkir's research states that, intense communication between teachers and students in the classroom can influence the teacher's classroom management well, so that students can actively learn and feel comfortable when communication between students and teachers is intense. The research conducted by Julia M. Rohrer, explained that students will be active in class if they are together with their peers. So that they no longer feel ashamed or dare not. In other words, peers, ethnicity, and gender affect student activities in the classroom.

This is evidenced by the results of the hypothesis test consisting of simple linear regression and the T test. The results of simple linear regression in the Anova table indicate that there is an influence of the X (proximity) variable on Y (Students Activeness), as evidenced by the value of $0,0001 < 0,05$. Then the final test result of this research is the T test, which shows that the variable X (proximity) has an influence on the variable Y (Students Activeness). Testing the hypothesis from the table above by looking at the significance value of $0,0001 < 0,05$, which means H_a is accepted and H_0 is rejected. So, the findings of the hypothesis testing show that there is a significant influence of teacher-students' proximity toward student activity activeness in learning English at MTs.DarulIhsanSalohe. The result of the coefficient of determination of the ability of the independent variable (X) in explaining the dependent variable (Y) is 38%, the remaining 62% is explained by other variables not discussed in this study.

CHAPTER V CONDLUSION

A. Conclusion

Based on the results of research that has been carried out at MTs Darul Ihsan Salohe, it can be concluded , as follows:

1. The results of this research it can be proven from the results of the first from normality test, the significant value $0,200 > 0,05$ it can be concluded that the data is normally distributed. The linearity test shows that the significance value of deviation from linearity is 0,179. It can be concluded that the deviation significance value of $0,179 > 0,05$ means that there is a relationship between the X variable (proximity) and the Y variable (Students Activeness). Then, the hypothesis test through simple linear regression that there is an influence between the X and Y variable because the significant value is $0,0001 < 0,05$. Second, the T-test shows that the significant value of $0,0001 < 0,05$, which means H_a is accepted and H_0 is rejected.
2. The ability of the independent variable (X) in explaining the dependent variable (Y) is 38%, the

remaining 62% is explained by other variables not discussed in this research. The influence generated by the independent variable (Proximity) towards the dependent variable (Students Activeness) is 38% or it can be concluded that the level of influence produced is low category.

B. Suggestion

Based on the results of research on the influence of proximity towards students activeness in learning English at MTs. Darul Ihsan Salohe, there are several suggestions from researcher as follows:

1. To the English teacher

The English teacher at MTs. Darul Ihsan Salohe is very good at implementing the learning process in the classroom so that all students can learn actively. Furthermore, it is expected to improve learning methods and use an approach that is appropriate to the conditions in the classroom so that learning English is more fun and students can learn effectively.

2. To students

It is expected that students can study well and calmly in the classroom and follow the directions of the teacher well. This is so that the lessons taught can be conveyed and received well for satisfactory learning outcomes.

3. To the next researcher

It is hoped that further researcher who take the same title and research method in order to develop better research methods. The results of this study are used aIt is hoped that future researchers will be able to research more deeply about teacher-students proximity towards students activeness in learning English by using different research methods in order to develop better research results. The researcher suggests to study 62% of the level of influence of teacher-students proximity towards students activeness to find out other factors that are not discussed in this study. The results of this study are used as a reference or comparison of research materials and as material for further research using the same method.s

a reference or comparison of research materials and as material for further research using the same method.

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APPENDICES

RESEARCH INSTRUMENT

Research Instruments Grid

The Influence of Teacher-Students' Proximity towards
Students Activeness in Learning English at MTs
DarulIhsanSalohe

No	Variables	Sub Variables	Indicators	Data Source	Method	Instrument Sheet	Questions Item
1.	Teacher-Students Proximity	Students sitting in the front row	• Students observe the learning activities carefully. • Students answer questions	Students	• Questionnaire • Observation	• Questionnaire Sheet • Observation Checklist	1-5

			from the teacher. • Students are not afraid to ask questions. • Students can see and write on the whiteboard more easily. • Students are calm and brave.				
--	--	--	---	--	--	--	--

			e duri ng the learn ing proc ess.				
		Stud ents sittin g in the midd le	• Stud ents obse rve the learn ing activ ities caref ully. • Stud ents answ er ques tions . • Stud ents are not afrai d to ask ques	Stu dent s	• Ques tionn aire • Obser vatio n	• Ques tionn aire Shee t • Obse rvati on Chec klist	6-10

			tions • Students can see and write on the whiteboard more easily. • Students are calm and brave during the learning process.				
		Students sitting on	• Students observe	Students	• Questionnaire • Observation	• Questionnaire • Sheet	11-15

		the side	the learn ing activ ities caref ully. • Stud ents answ er ques tions . • Stud ents are not afrai d to ask ques tions . • Stud ents can see and write on the whit eboa		vatio n	t • Obse rvati on Chec klist	
--	--	-------------	--	--	------------	---	--

			rd more easily. • Students are calm and brave during the learning process.				
		Students sitting in the back	• Students observe the learning activities carefully. • Students answer ques	Students	• Questionnaire • Observation	• Questionnaire Sheet • Observation Checklist	16-20

			tions • Students are not afraid to ask questions • Students can see and write on the whiteboard more easily. • Students are calm and brave during				
--	--	--	--	--	--	--	--

			ng the learn ing proc ess.				
2 .	Stud ents Activ eness	Visu al Acti vity	• Read a book before studying • Take part in presentation activities.	Stu dent s	• Quest ionnaire • Obser vatio n	• Ques tionnaire Sheet • Obser vatio n Chec klist	1-2
		Oral Acti vitie s	• Will ingness to answer teacher questions • Willi ngness to	Stu dent s	• Quest ionnaire • Obser vatio n	• Ques tionnaire Sheet • Obse rvati on Chec klist	3-7

			ask the teac her • Expr essin g opini on • Disc uss with frien ds • Give advi ce				
		Liste ning Acti vitie s	• Liste ning to the teac her's direc tions • Liste ning to subj ect matt er • Liste ning	Stu dent s	• Quest ionna ire • Obser vatio n	• Ques tionn aire Shee t • Obse rvati on Chec klist	8-11

			to group discussions • Listening to a friend's explanation				
		Writing Activities	• Make a summary of the material. • Completing tasks	Students	• Questionnaire • Observation	• Questionnaire Sheet • Observation Checklist	12-13
		Motivic Activities	• Students move quickly when	Students	• Questionnaire • Observation	• Questionnaire Sheet • Observation	14

			teac her asks to form grou p • Stud ents invit e frien ds to form a grou p • Stud ents com e forw ard whe n pres entat ion			Chec klist	
		Ment al Acti vitie s	• Solv e the prob lem • Mak e	Stu dent s	• Quest ionna ire • Obser vatio n	• Ques tionn aire Shee t • Obse	15- 16

			decision			rvation Checklist	
		Emotional Activities	• Calm when learning takes place • Brave and confident during the learning process	Students	• Questionnaire • Observation	• Questionnaire Sheet • Observation Checklist	17-18

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OBSERVATION CHECKLIS

The Influence of Teacher-Students Proximity towards Students
Activeness in Learning English at MTs. Darul Ihsan Salohe

Class :

Time :

Day/D :
ate

No	Aspects	Yes	No
1.	The Students who sit in front of observe the learning activities carefully.		
2.	The Students who sit in front of answer questions from the teacher.		
3.	The Students who sit in front of are not afraid to ask questions.		
4	The Students who sit in front of can see and write on the whiteboard more easily.		
5	The Students who sit in front of are calm and brave during the learning process.		
6	The Students who sit in the middle observe the learning activities carefully.		

7	The Students who sit in the middle answer questions from the teacher.		
8	The Students who sit in the middle are not afraid to ask questions.		
9	The Students who sit in the middle can see and write on the whiteboard more easily.		
10	The Students who sit on the side are calm and brave during the learning process.		
11	The Students who sit on the side observe the learning activities carefully.		
12	The Students who sit on the side answer questions from the teacher.		
13	The Students who sit on the side are not afraid to ask questions.		
14	The Students who sit on the side can see and write on the white board more easily.		
15	The Students who in the back are calm and brave during the learning process.		
16	The Students who sit in the back observe the learning activities carefully.		

17	The Students who sit in the back answer questions from the teacher.		
18	The Students who sit in the back are not afraid to ask questions.		
20	The Students who sit in the back de can see and write on the white board more easily.		
21	The Students read the book in English before starting the lesson		
22	The Students took part in a presentation in class		
23	The Students answer the teacher's question about English material		
24	The Students asked the teacher about the English learning material		
25	The Students submitted opinions about the English learning material		
26	The Students discussed it with friends about the English learning material		
27	The Students give advice to friends		
28	The Students listen to the		

	teacher's directions in class		
29	The Students listen to English learning materials		
30	The Students listen carefully to the group discussions that take place		
31.	The Students listen to friends' explanations		
32.	The Students make conclusions about the material that has been taught		
33.	The Students do every assignment that has been distributed		
34.	The Students move quickly when teacher asks to form group		
35	The Students invite friends to form a group		
36	Students come forward during the presentation		
3.	I invite friends to form groups when there is direction from the teacher		
38.	I move forward when presentation		
39.	The Students am calm during learning English		
40.	The Students am brave and		

	confident during the learning process		
--	--	--	--

Supervisor I,



Harmilawati, S.S., S.Pd., M.Pd.

NBM. 1280037

Supervisor II,



Syarifuddin, S.Pd., M.Pd.

NIDN. 2105049004

STUDENTS QUESTIONNAIRE

The Influence of Teacher-Students Proximity towards Students
Activeness in Learning English at MTs. Darul Ihsan Salohe

A. Personal Data

Name :
.....

NIS :
.....

Place and date of birth :
.....

Educational status :
.....

Class :
.....

Islamic boarding school :
.....

B. Charging Instructions

Put a check list (✓) in the column for selecting the answers
that are available according to your opinion with the
following information:

1. Choose 5 : Strongly agree

2. Choose 4 : Agree

11.	I observed the learning activities carefully					
12.	I answer questions from the teacher					
13.	I am not afraid to ask questions					
14.	can see and write on the whiteboard more easily					
15.	I am calm and brave during the learning process.					

Students sitting in the back

16.	I observed the learning activities carefully					
17.	I answer questions from the teacher					
18.	I am not afraid to ask questions					
19.	can see and write on the whiteboard more easily					
20.	I am calm and brave during the learning process.					

B. Students Activeness

No	Questions					
		5	4	3	2	1
Visual Activity						
1.	I read the book in English before starting the lesson					
2.	I took part in a presentation in class					
Oral Activities						
3.	I answer the teacher's question about English material					

4.	I asked the teacher about the English learning material					
5.	I submitted opinions about the English learning material					
6.	I discussed it with friends about the English learning material					
7.	I give advice to friends					
Listening Activities						
8.	I listen to the teacher's directions in class					
9.	I listen to English learning materials					
10.	I listen carefully to the group discussions that take place					
11.	I listen to friends' explanations					
Writing Activities						
12.	I make conclusions about the material that has been taught					
13.	I do every assignment that has been distributed					
Motoric Activities						
14.	When the teacher asked to form a discussion group, I immediately formed a discussion group.					
15.	I invite friends to form groups when there is direction from the teacher					
16.	I move forward when presentation					
Mental Activities						
17.	I am able to solve problems in learning English					

18.	I make decisions based on existing problems					
Emotional Activities						
19.	I am calm during learning English					
20.	I am brave and confident during the learning process					

Sinjai, January 26, 2022

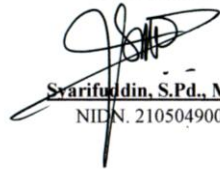
Supervisor I,



Harmilawati, S.S., S.Pd., M.Pd.

NBM. 1280037

Supervisor II,



Syarifuddin, S.Pd., M.Pd.

NIDN. 2105049004

DOCUMENTATION GUIDELINES

The Influence of Teacher-Students Proximity towards Students' Activeness in Learning English at MTs. Darul Ihsan Salohe

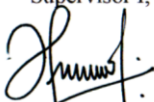
How to Fill in

1. Put a check mark (✓) in the available column according to the events in the field.
2. Write down the information that is considered necessary in the provided column.

No	Aspects	Description	
		Yes	No
1.	List of names of students who are active in each class		
2.	The total number of students		
3.	Attendance list of students in each class		
4.	Photos of students in the process of learning English		

Sinjai, January 26, 2022

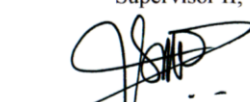
Supervisor I,



Iarmilawati, S.S., S.Pd., M.Pd.

NBM. 1280037

Supervisor II,



Syarifuddin, S.Pd., M.Pd.

NIDN. 2105049004

[illegible]

DATA AND ANALYSIS DATA OF THE RESEARCH

1. Validity Test

Tabel r untuk df = 51 - 100

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678

Nilai $R_{\text{tabel}} =$

Coefficient Interval

Relationship Level

00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Currently
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

The Results of the Validation Questionnaire

a. Variable X

No	Respondent	Variable (X)																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	R1	5	4	3	3	4	3	2	3	2	2	4	3	3	2	3	5	4	3	4	5	67
2	R2	1	1	2	1	1	1	1	1	4	1	2	1	3	1	1	1	2	1	1	1	28
3	R3	4	4	3	3	3	4	3	3	3	5	4	3	3	3	3	4	3	5	3	4	70
4	R4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	65
5	R5	4	5	5	5	5	4	3	3	5	3	5	3	5	4	5	5	5	5	5	5	89
6	R6	4	3	3	4	4	4	3	3	4	4	4	3	3	4	4	4	3	3	4	4	72
7	R7	5	4	4	5	5	5	4	3	4	4	5	4	4	4	5	3	3	4	4	4	83
8	R8	5	4	3	5	5	5	3	3	4	4	5	4	3	3	4	5	4	3	3	3	78
9	R9	5	4	4	4	5	5	4	4	4	5	4	4	5	4	5	4	4	4	4	5	87
10	R10	4	3	5	1	4	4	3	2	4	3	3	4	3	3	4	2	3	3	2	3	63
11	R11	4	4	5	4	5	4	5	5	5	4	3	4	4	3	5	3	4	2	2	4	79
12	R12	4	5	4	4	3	4	4	4	4	3	4	5	4	4	3	4	5	4	4	5	81
13	R13	5	4	4	5	5	5	4	4	5	5	5	4	4	5	5	5	4	4	5	5	92

14	R14	1	1	2	1	1	1	1	4	1	1	1	1	1	1	3	1	1	1	28
15	R15	5	4	4	3	4	3	2	3	2	2	4	3	3	2	3	5	4	3	68
16	R16	3	5	4	3	4	4	3	4	4	3	4	3	4	4	4	4	3	4	74
17	R17	5	3	3	5	4	5	3	3	5	5	3	3	3	5	5	3	3	5	83
18	R18	4	3	3	3	4	3	4	2	4	3	5	4	5	4	3	4	4	3	74
19	R19	4	3	3	5	5	4	4	3	5	4	4	3	4	5	3	3	4	4	78
20	R20	4	3	4	5	4	3	4	3	5	4	4	3	4	3	4	3	4	3	72
21	R21	5	4	4	5	5	5	4	4	5	5	5	4	4	5	5	4	4	4	90
22	R22	4	5	4	4	5	5	4	4	5	5	5	4	5	5	5	4	4	4	89
23	R23	5	3	5	3	4	4	5	5	3	4	4	3	4	3	3	3	3	3	73
24	R24	3	4	4	3	3	3	3	4	3	3	3	4	3	3	4	4	4	3	69
25	R25	5	3	3	3	5	5	4	4	4	5	3	3	3	3	4	5	3	3	75
26	R26	4	4	5	3	5	5	5	4	3	4	5	4	4	5	5	5	4	5	88
27	R27	4	4	4	4	4	5	5	5	5	5	5	2	5	3	5	5	5	5	90
28	R28	5	4	4	3	4	4	4	3	2	3	5	3	4	2	2	4	3	3	70
29	R29	3	3	3	3	4	4	4	3	4	3	3	4	3	4	5	3	3	4	69
30	R30	3	4	3	4	4	4	4	3	3	3	3	4	3	3	4	4	3	4	69

31	R31	4	3	3	5	4	4	3	3	5	4	4	3	3	5	4	4	3	3	5	4	4	2	3	3	3	72
32	R32	4	5	4	4	5	5	4	4	3	4	4	4	4	3	4	5	4	4	3	4	5	4	3	3	4	80
33	R33	5	4	5	5	5	4	3	5	4	5	4	3	5	5	5	5	4	4	5	5	4	4	5	5	5	90
34	R34	4	5	4	5	4	4	5	4	5	5	4	5	4	5	5	4	5	4	5	4	5	4	5	4	5	90
35	R35	3	3	4	3	3	2	3	5	5	5	4	3	5	3	3	3	3	3	3	3	3	3	4	4	2	69
36	R36	5	4	5	5	5	4	3	5	5	5	4	3	5	5	5	5	5	5	5	5	5	4	5	5	5	92
37	R37	2	2	5	2	2	2	2	5	2	2	2	2	5	2	2	2	2	2	2	2	2	4	2	2	2	51
38	R38	5	4	4	3	3	5	5	4	4	3	3	3	2	3	3	5	4	3	2	2	3	2	2	2	2	70
39	R39	3	3	4	3	4	3	3	3	3	4	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	65
40	R40	4	4	4	4	3	3	3	3	3	3	4	3	3	3	4	3	3	3	3	3	3	2	3	2	4	66
41	R41	4	4	3	3	3	3	3	4	3	3	2	3	4	3	3	2	3	2	3	2	3	2	3	2	3	60
42	R42	4	2	4	3	3	4	4	4	4	4	4	4	3	3	3	4	2	3	2	3	2	3	2	3	3	66
43	R43	4	4	4	4	4	5	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	79
44	R44	4	4	3	3	3	3	4	4	3	4	4	3	4	4	4	3	4	3	4	3	4	3	4	4	4	72
45	R45	4	4	4	3	3	4	3	3	3	4	4	4	3	3	4	4	4	4	4	4	4	4	3	3	3	71
46	R46	4	5	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	79
47	R47	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	2	3	3	2	3	4	4	74

48	R48	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	3	4	3	4	75
49	R49	4	4	4	3	3	4	4	4	4	4	5	4	4	4	4	4	5	4	4	80
50	R50	4	4	4	4	4	4	4	4	4	5	4	4	3	4	4	4	5	4	3	79
51	R51	4	4	4	3	3	4	4	4	3	4	4	3	4	4	4	4	4	3	4	75
52	R52	4	4	4	3	4	4	4	4	4	4	4	3	4	3	2	4	4	4	3	74
53	R53	4	3	4	3	3	3	3	4	4	4	3	3	3	3	4	3	4	3	3	68
54	R54	4	4	4	4	3	3	3	3	4	3	3	3	4	4	4	3	3	4	3	69
55	R55	4	4	4	4	4	3	4	4	3	4	4	4	3	4	4	4	4	3	4	75
56	R56	4	4	5	4	4	4	4	5	4	4	4	4	4	3	4	3	2	2	4	76
57	R57	4	5	4	4	4	4	4	3	3	4	4	3	3	3	4	4	3	3	3	71
58	R58	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	78
59	R59	3	3	4	4	3	4	4	3	5	4	3	4	4	4	4	4	4	4	3	75
60	R60	4	4	4	4	5	4	4	4	4	4	4	4	3	4	4	3	4	4	3	78

b. Variable Y

No	Respondent	Variable (Y)																		Total		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20
1	R1	3	4	3	4	4	3	2	4	3	3	3	4	3	5	4	5	5	4	3	3	72
2	R2	1	3	3	1	2	1	1	3	2	1	2	1	2	4	1	3	4	4	3	1	43
3	R3	5	3	3	3	3	4	3	5	5	5	5	4	3	3	3	3	3	3	5	74	
4	R4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80	
5	R5	5	3	4	4	4	3	4	5	4	5	3	5	5	5	3	3	5	5	5	85	
6	R6	4	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	4	67	
7	R7	5	3	3	4	3	5	4	5	5	5	4	4	5	5	5	4	4	5	4	87	
8	R8	5	4	5	5	5	4	5	5	5	5	4	3	5	4	4	5	5	5	5	93	
9	R9	5	4	4	4	4	4	3	5	4	4	4	4	5	4	5	4	4	5	5	85	
10	R10	4	4	3	4	3	4	3	3	2	2	4	4	4	5	5	3	2	4	4	71	
11	R11	2	2	2	2	2	3	3	1	2	3	2	1	1	1	2	2	3	2	2	40	
12	R12	3	2	4	3	4	3	5	2	4	5	4	4	4	4	5	4	3	3	2	71	
13	R13	4	4	4	4	4	5	5	5	5	5	5	4	5	5	5	4	4	4	4	89	
14	R14	4	3	3	1	2	1	1	3	1	2	1	2	1	2	4	1	3	3	4	46	

15	R15	3	4	3	4	4	3	2	4	3	4	3	4	3	5	4	5	4	3	73
16	R16	5	4	5	4	4	5	3	3	4	4	3	3	3	2	2	2	4	5	74
17	R17	5	4	3	3	2	5	5	5	5	5	4	3	3	5	5	4	3	5	82
18	R18	4	4	4	4	4	4	5	4	3	2	5	4	5	4	4	4	5	4	81
19	R19	5	3	4	4	3	5	5	5	4	5	3	3	4	5	4	4	3	5	84
20	R20	4	3	3	4	3	5	4	5	4	4	4	5	4	4	4	3	2	4	77
21	R21	5	2	4	5	5	5	4	5	5	5	5	5	5	3	4	3	4	5	88
22	R22	4	3	4	4	4	3	4	4	4	5	5	4	4	5	4	5	5	4	85
23	R23	5	4	3	5	3	4	3	5	4	4	5	5	3	5	2	3	3	5	79
24	R24	4	4	3	4	3	4	4	4	3	4	4	4	4	4	3	3	4	4	75
25	R25	5	4	3	4	3	4	5	4	5	4	5	4	5	5	5	3	3	4	85
26	R26	4	4	4	5	4	5	5	5	5	4	5	4	4	4	4	5	4	5	88
27	R27	2	5	5	5	2	2	2	4	5	2	5	5	5	5	5	2	2	2	72
28	R28	3	2	3	2	2	2	3	2	2	2	2	3	4	4	4	4	3	3	55
29	R29	3	3	3	3	4	3	4	3	3	4	4	4	3	3	4	3	4	3	69
30	R30	4	3	4	4	3	3	3	3	3	3	3	3	3	4	3	3	3	4	65
31	R31	4	3	3	3	3	5	4	5	4	4	4	4	3	4	3	3	4	4	74

32	R32	4	3	3	4	4	4	3	4	4	4	4	4	3	4	4	3	3	3	4	4	
33	R33	5	5	3	5	4	5	5	5	5	4	4	5	5	5	5	5	4	5	5	5	94
34	R34	4	4	4	4	5	4	4	5	4	5	4	5	5	4	4	3	4	4	4		84
35	R35	3	3	2	2	3	2	3	2	3	5	4	3	3	2	3	2	2	2	3		55
36	R36	5	5	5	5	3	5	5	5	5	4	4	3	5	5	3	3	5	5	5		88
37	R37	4	5	2	2	4	5	5	4	5	5	4	4	5	4	2	3	5	5	4		82
38	R38	3	3	2	3	2	3	2	2	3	3	2	2	2	3	4	4	3	4	3		56
39	R39	4	4	4	4	4	3	3	3	3	4	3	4	3	3	4	4	4	4	4		72
40	R40	3	4	4	3	4	3	3	3	4	3	3	4	4	3	4	3	3	3	3		67
41	R41	4	4	2	3	3	3	3	3	4	4	3	4	3	4	3	4	4	4	4		70
42	R42	3	4	4	4	3	3	4	3	3	4	4	3	4	4	4	4	3	4	3		72
43	R43	3	3	4	4	4	4	4	3	3	4	3	4	3	4	3	4	4	4	3		72
44	R44	4	3	3	2	4	3	3	3	4	3	4	3	3	4	4	4	4	3	4		67
45	R45	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4		84
46	R46	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4		79
47	R47	4	3	3	4	4	4	4	4	3	4	3	4	2	3	4	3	4	4	4		71
48	R48	4	3	4	3	4	4	4	3	3	4	5	5	4	4	3	3	4	3	4		74

49	R49	4	5	4	4	3	5	4	4	4	4	4	4	4	4	2	3	4	3	4	4	3	4	4	76
50	R50	4	4	4	4	4	4	4	4	4	4	5	3	3	4	4	4	4	3	4	4	4	4	4	79
51	R51	4	4	4	3	3	4	4	4	4	3	3	3	4	4	4	5	4	4	4	4	4	3	4	76
52	R52	4	4	4	4	4	4	4	3	3	3	4	4	4	4	4	3	4	4	4	3	4	4	4	75
53	R53	3	3	4	4	3	3	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	3	3	73
54	R54	4	5	4	4	4	3	4	4	4	4	4	3	4	4	4	4	3	5	4	3	4	4	4	78
55	R55	3	3	4	4	3	3	4	4	3	4	4	4	4	4	2	3	4	3	4	4	3	4	3	70
56	R56	4	3	4	3	4	4	4	3	4	4	3	4	3	4	4	4	3	3	3	4	4	4	4	72
57	R57	4	4	5	4	3	4	3	4	4	4	3	4	3	4	4	4	4	4	4	4	2	4	4	76
58	R58	4	4	4	4	4	3	4	3	4	4	4	3	4	3	4	3	3	4	3	5	4	4	4	74
59	R59	3	4	4	4	4	4	3	4	3	4	4	4	4	3	3	3	3	4	4	3	3	3	3	71
60	R60	3	3	4	4	3	3	4	4	4	3	4	3	4	3	4	3	4	4	5	2	3	3	3	70

The Table of The Result of Validity Test

a. Variable X

Indicators	r hitung	r _{tabel}	Description	Validity Level
X.1	0,709	0,254	Valid	Strong
X.2	0,691	0,254	Valid	Strong
X.3	0,482	0,254	Valid	Currently
X.4	0,740	0,254	Valid	Strong
X.5	0,791	0,254	Valid	Strong
X.6	0,796	0,254	Valid	Strong
X.7	0,654	0,254	Valid	Strong
X.8	0,361	0,254	Valid	Low
X.9	0,579	0,254	Valid	Currently
X.10	0,772	0,254	Valid	Strong
X.11	0,753	0,254	Valid	Strong
X.12	0,643	0,254	Valid	Strong
X.13	0,415	0,254	Valid	Currently
X.14	0,776	0,254	Valid	Strong
X.15	0,845	0,254	Valid	Very strong
X.16	0,717	0,254	Valid	Strong
X.17	0,605	0,254	Valid	Strong

X.18	0,629	0,254	Valid	Strong
X.19	0,765	0,254	Valid	Strong
X.20	0,739	0,254	Valid	Strong

b. Variable Y

Indicators	r hitung	r _{tabel}	Description	Validity Level
Y.1	0,709	0,254	Valid	Strong
Y.2	0,472	0,254	Valid	Currently
Y.3	0,453	0,254	Valid	Currently
Y.4	0,750	0,254	Valid	Strong
Y.5	0,583	0,254	Valid	Currently
Y.6	0,732	0,254	Valid	Strong
Y.7	0,702	0,254	Valid	Strong
Y.8	0,783	0,254	Valid	Strong
Y.9	0,761	0,254	Valid	Strong
Y.10	0,635	0,254	Valid	Strong
Y.11	0,650	0,254	Valid	Strong
Y.12	0,655	0,254	Valid	Strong
Y.13	0,753	0,254	Valid	Strong
Y.14	0,649	0,254	Valid	Strong
Y.15	0,580	0,254	Valid	Currently

Y.16	0,389	0,254	Valid	Low
Y.17	0,305	0,254	Valid	Low
Y.18	0,481	0,254	Valid	Currently
Y.19	0,573	0,254	Valid	Currently
Y.20	0,709	0,254	Valid	Strong

2. Reliability Test

a) Variabel X

Reliability Statistics	
Cronbach's Alpha	N of Items
0,939	20

b) Variabel Y

Reliability Statistics	
Cronbach's Alpha	N of Items
0,905	20



The Data of Questionnaire

cc	Responden	Variable (X)																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	R1	5	2	3	3	3	4	3	3	4	3	5	3	3	3	4	2	3	3	3	4	66
2	R2	3	2	1	4	2	3	3	5	4	5	4	3	3	4	5	4	3	3	4	3	68
3	R3	4	3	3	4	3	4	4	4	3	3	2	2	3	2	3	2	3	2	3	2	59
4	R4	4	5	4	5	5	5	5	4	5	5	4	5	4	4	4	4	5	4	2	2	85
5	R5	5	4	5	5	4	4	4	5	5	4	4	4	5	5	5	3	4	4	3	5	87
6	R6	5	3	5	4	4	5	4	5	4	4	5	3	5	4	4	5	4	5	3	4	85
7	R7	5	4	3	5	5	4	4	3	4	5	3	3	3	3	3	3	3	3	5	3	74
8	R8	5	5	4	4	3	5	4	4	4	3	4	4	3	5	4	5	5	4	3	4	82
9	R9	1	2	1	1	1	2	2	3	5	4	2	1	4	5	5	5	2	5	5	5	61
10	R10	5	5	4	5	1	2	4	4	2	4	5	4	4	5	4	1	2	2	1	1	65
11	R11	4	3	3	5	3	5	4	3	4	5	4	3	2	3	5	3	3	4	3	3	72
12	R12	4	4	5	5	4	5	4	4	3	4	4	5	5	2	3	4	4	5	2	3	79
13	R13	5	3	5	5	4	5	3	5	3	2	3	3	3	2	2	2	3	3	2	2	65
14	R14	2	3	1	4	2	2	3	5	4	5	4	5	3	1	5	5	4	1	5	2	66

15	R15	4	3	1	4	3	3	3	3	1	4	3	4	4	1	3	5	1	2	2	1	1	53
16	R16	5	5	5	5	4	5	5	5	5	5	5	4	4	5	4	5	3	5	4	5	4	92
17	R17	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	97	
18	R18	2	1	5	3	2	1	3	4	5	1	5	2	3	5	5	5	5	2	5	5	69	
19	R19	4	5	5	5	4	5	5	4	5	5	5	3	5	5	4	5	3	3	4	3	85	
20	R20	4	4	5	4	4	4	4	5	4	4	4	4	4	5	4	4	3	4	4	3	81	
21	R21	4	4	4	4	4	5	4	4	5	4	3	3	4	2	3	3	2	2	1	2	66	
22	R22	4	2	3	5	3	4	3	3	4	4	4	4	4	3	3	3	3	3	2	1	64	
23	R23	2	2	3	2	3	2	2	3	2	3	2	2	2	3	3	3	2	2	3	3	50	
24	R24	4	3	4	5	1	5	5	3	3	4	2	4	5	2	3	2	2	5	1	3	66	
25	R25	5	4	3	3	5	5	5	4	3	5	5	4	4	3	2	5	4	3	3	5	80	
26	R26	5	5	4	5	3	5	5	3	5	3	5	5	5	3	4	3	5	5	3	3	83	
27	R27	5	4	3	5	4	4	4	3	3	4	3	4	2	3	5	1	2	3	1	2	65	
28	R28	4	3	4	5	5	3	4	4	3	4	3	4	4	4	3	2	3	3	1	2	68	
29	R29	5	4	3	5	3	5	4	4	3	3	5	4	4	4	3	4	1	1	4	4	72	
30	R30	5	5	3	5	5	5	5	3	2	2	4	4	4	4	3	3	2	5	4	1	74	
31	R31	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	3	2	5	93	

32	R32	5	4	3	5	4	5	4	4	5	4	4	5	4	4	5	4	4	3	5	1	1	4	4	2	76
33	R33	4	4	3	5	4	4	4	4	3	4	4	3	4	3	3	4	2	4	3	3	3	3	2	70	
34	R34	4	3	4	1	4	2	3	2	4	3	3	3	4	3	3	3	3	3	3	3	4	2	61		
35	R35	5	4	5	3	5	5	4	1	3	5	5	4	3	3	5	5	3	1	3	5	5	5	77		
36	R36	2	3	2	1	3	3	3	2	1	3	3	3	3	4	3	3	3	2	5	3	2	5	3	55	
37	R37	5	4	4	5	5	5	4	4	5	5	4	4	5	5	5	4	4	5	5	4	4	5	5	92	
38	R38	5	5	5	4	5	5	4	5	4	5	5	5	4	5	5	5	5	4	5	4	5	4	5	94	
39	R39	4	3	5	4	3	3	4	5	2	1	5	4	5	3	5	5	3	4	5	3	4	5	4	77	
40	R40	4	3	4	4	4	5	3	4	5	3	4	3	4	3	5	3	4	4	4	4	4	3	76		
41	R41	5	3	4	5	5	4	5	5	5	3	4	4	5	3	5	3	3	4	3	4	3	5	83		
42	R42	5	3	4	5	5	3	4	4	5	4	4	4	5	5	3	3	4	2	3	3	3	3	78		
43	R43	5	4	5	5	5	5	5	5	4	5	5	5	5	3	5	5	5	5	5	5	3	3	92		
44	R44	4	3	3	5	3	3	4	3	4	2	5	3	3	3	4	4	3	4	3	4	3	4	70		
45	R45	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100		
46	R46	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80		
47	R47	4	5	3	1	3	3	5	4	3	3	4	2	3	5	2	5	5	3	4	4	5	72			
48	R48	5	4	3	3	5	3	3	4	3	3	4	3	3	4	5	2	3	3	3	4	4	3	70		

49	R49	4	4	5	3	5	5	5	5	5	5	5	5	5	5	4	4	3	5	5	3	4	3	5		87
50	R50	4	4	5	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		84
51	R51	5	5	4	5	5	5	5	5	5	4	5	4	4	4	5	4	4	4	4	3	3	4		87	
52	R52	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		100	
53	R53	5	3	3	5	3	5	3	3	4	5	5	3	4	3	4	1	2	3	2	3				69	
54	R54	5	4	5	4	3	4	3	3	3	3	3	3	2	2	5	4	3	2	1					65	
55	R55	5	4	3	3	4	5	3	2	2	5	5	3	3	5	5	3	3	5	5					76	
56	R56	5	4	4	5	5	5	5	5	5	5	5	5	2	2	2	2	2	2	2	2				77	
57	R57	4	4	3	3	4	4	4	3	3	4	4	3	4	5	5	4	3	3	3	3				73	
58	R58	5	5	5	5	4	3	3	3	3	3	4	4	4	4	5	5	5	5	5					84	
59	R59	5	4	4	5	5	5	4	4	4	5	3	4	4	3	4	2	3	4	1	2				75	
60	R60	5	5	3	5	2	3	3	4	2	2	1	2	3	1	2	3	4	3	4	3				60	
61	R61	5	4	5	5	5	5	5	4	5	5	5	4	4	3	4	5	4	4	3	5				89	
62	R62	5	4	3	5	5	5	4	4	5	5	5	4	4	5	5	4	4	5	5					90	
63	R63	5	5	5	5	5	1	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4		84	
64	R64	5	3	5	5	5	4	4	5	5	5	5	5	4	4	4	5	3	4	2	5				87	

The Data of Questionnaire dependent variable

cc	Responden	Variable (Y)																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	R1	2	3	4	4	3	4	4	5	5	4	3	3	5	4	4	4	4	3	5	5	78
2	R2	3	3	2	3	3	3	3	3	3	3	3	3	3	4	4	3	3	4	5	4	65
3	R3	4	3	3	3	3	3	3	3	4	4	4	4	3	4	4	3	4	4	4	4	71
4	R4	5	5	5	4	4	5	1	5	5	5	5	4	5	5	5	5	5	5	5	5	93
5	R5	4	3	4	4	3	5	3	5	5	5	5	5	5	5	5	5	4	4	4	4	87
6	R6	4	4	3	3	4	5	5	5	5	5	5	3	5	5	5	4	3	5	5	5	88
7	R7	2	2	4	5	3	3	3	5	5	4	3	3	4	4	5	3	3	4	4	5	74
8	R8	3	3	3	4	5	5	4	5	4	4	5	5	4	5	4	3	4	3	5	5	83
9	R9	5	2	1	2	2	2	2	1	1	1	1	2	1	1	2	2	4	5	1	1	39
10	R10	5	4	5	5	4	4	2	5	5	5	5	4	5	4	4	4	2	2	4	3	81
11	R11	3	4	3	3	2	4	2	4	3	3	3	2	3	3	2	3	3	2	4	3	59
12	R12	3	4	3	5	5	4	5	5	5	3	3	4	5	5	4	5	3	4	5	5	85
13	R13	5	5	4	5	3	3	3	5	5	5	5	5	5	5	5	5	4	4	5	5	91
14	R14	1	3	3	1	5	3	4	1	4	1	5	1	3	2	4	1	3	4	2	4	55

15	R15	5	2	4	4	1	4	1	5	4	4	3	3	4	4	2	1	2	3	3	63
16	R16	5	4	3	2	4	5	4	5	4	5	3	3	3	4	4	4	4	4	78	
17	R17	5	5	5	5	4	4	5	5	4	4	5	4	4	4	4	4	5	4	89	
18	R18	1	5	2	3	1	5	3	2	1	5	3	5	2	5	3	3	1	1	57	
19	R19	3	3	4	5	4	5	5	5	5	5	4	5	3	5	3	3	5	4	86	
20	R20	5	4	4	4	3	3	4	4	4	4	4	4	4	4	4	3	4	4	78	
21	R21	1	4	3	3	5	4	5	3	5	4	3	5	5	4	3	3	3	5	77	
22	R22	4	4	3	4	3	1	2	5	4	3	4	4	3	4	3	3	3	3	68	
23	R23	1	2	1	2	2	3	2	1	1	1	2	1	1	1	1	2	2	2	32	
24	R24	4	5	5	5	3	5	5	5	5	5	4	5	5	4	3	4	3	5	90	
25	R25	4	5	4	4	3	4	5	5	5	4	3	3	4	3	4	3	4	4	79	
26	R26	5	3	5	1	5	4	5	5	5	4	3	5	5	3	3	4	3	5	81	
27	R27	4	3	4	5	4	5	3	4	5	3	5	4	3	4	5	3	5	3	82	
28	R28	3	3	4	5	3	5	4	5	5	4	4	4	5	5	3	4	5	5	83	
29	R29	3	3	4	5	4	4	3	5	4	3	4	5	4	4	3	4	5	4	80	
30	R30	4	4	5	5	3	4	3	5	5	5	5	5	4	4	5	5	4	5	90	
31	R31	3	4	4	5	2	3	3	5	5	5	5	5	3	4	5	3	3	5	80	

32	R32	3	3	3	4	4	4	4	4	5	4	2	5	3	5	4	3	5	4	5	4	78
33	R33	4	4	4	4	3	5	4	5	4	5	5	4	5	5	4	4	4	4	4	85	
34	R34	2	1	3	3	2	5	3	5	5	5	3	2	5	5	3	3	2	3	2	70	
35	R35	4	3	2	2	2	2	2	5	5	5	3	2	5	3	1	5	5	5	5	71	
36	R36	3	4	3	2	4	2	3	3	2	2	4	3	1	1	4	4	3	3	3	57	
37	R37	3	4	5	4	3	4	3	5	5	4	5	5	5	5	4	4	3	5	5	85	
38	R38	5	3	5	5	5	4	4	5	5	5	5	5	4	4	5	3	2	5	4	88	
39	R39	5	4	5	5	4	5	5	5	3	2	4	3	5	5	4	3	1	3	5	81	
40	R40	4	3	4	4	4	5	3	4	5	3	4	3	5	3	4	4	4	3	76		
41	R41	3	3	4	4	4	5	5	5	5	5	4	4	5	4	3	4	5	5	87		
42	R42	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	98		
43	R43	3	3	4	5	5	5	5	5	3	4	4	4	5	3	3	3	5	5	84		
44	R44	3	3	3	4	3	3	5	4	5	5	5	5	5	4	4	4	4	4	81		
45	R45	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100		
46	R46	2	2	4	4	2	2	2	4	4	4	2	4	4	4	2	2	4	4	4	64	
47	R47	4	4	3	3	4	4	3	3	3	3	4	4	2	2	4	3	3	3	65		
48	R48	5	4	5	5	5	5	4	5	5	4	5	5	5	5	4	5	5	4	95		

[illegible]

The result of Analysis Data Questionnaire

No	Name	Teacher- Students Proximity	Students Effectiveness
1.	R1	66	78
2.	R2	68	65
3.	R3	59	71
4.	R4	85	93
5.	R5	87	87
6.	R6	85	88
7.	R7	74	74
8.	R8	82	83
9.	R9	61	39
10	R10	65	81
11	R11	72	59
12	R12	79	85
13	R13	65	91
14	R14	66	55
15	R15	53	63
16	R16	92	78

17	R17	97	89
18	R18	69	57
19	R19	85	86
20	R20	81	78
21	R21	66	77
22	R22	64	68
23	R23	50	32
24	R24	66	90
25	R25	80	79
26	R26	83	81
27	R27	65	82
28	R28	68	83
29	R29	72	80
30	R30	74	90
31	R31	93	80
32	R32	76	78
33	R33	70	85
34	R34	61	70
35	R35	77	71

36	R36	55	57
37	R37	92	85
38	R38	94	88
39	R39	77	81
40	R40	76	76
41	R41	83	87
42	R42	78	98
43	R43	92	84
44	R44	70	81
45	R45	100	100
46	R46	80	64
47	R47	72	65
48	R48	70	95
49	R49	87	85
50	R50	84	77
51	R51	87	86
52	R52	100	100
53	R53	69	78
54	R54	65	77

55	R55	76	63
56	R56	77	88
57	R57	73	68
58	R58	84	93
59	R59	75	86
60	R60	60	82
61	R61	89	95
62	R62	90	90
63	R63	84	92
64	R64	87	97
TOTAL		4882	5064

3. The Research of Data Analysis

The Result of the Validity Test (Variable X)

		Correlations																				
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	TOTAL	
X1	Pearson	1	.501*	.308*	.552*	.692*	.694*	.459*	.089	.279*	.520*	.663*	.404*	.020	.451*	.499*	.609**	.340**	.306*	.462**	.616**	.709**
	Correlation		*		*	*	*			*	*	*	*	*	*	*						
	Sig. (2-tailed)		.000	.017	.000	.000	.000	.498	.031	.000	.000	.001	.880	.000	.000	.000	.008	.017	.000	.000	.000	
X2	Pearson	.501*	1	.390*	.473*	.530*	.540*	.444*	.161	.184	.380*	.435*	.595*	.178	.442*	.500*	.521**	.568**	.456**	.515**	.546**	.691**
	Correlation	*		*	*	*	*	*		*	*	*	*	*	*	*	*					
	Sig. (2-tailed)	.000		.002	.000	.000	.000	.000	.220	.158	.003	.001	.000	.174	.000	.000	.000	.000	.000	.000	.000	
X3	Pearson	.308*	.390*	1	.193	.377*	.280*	.385*	.455*	.180	.285*	.198	.366*	.397*	.233	.371*	.188	.288*	.378**	.166	.348**	.482**
	Correlation		*			*	*	*	*		*	*	*	*	*	*	*					
	Sig. (2-tailed)	.017	.002		.139	.003	.031	.002	.000	.168	.027	.130	.004	.002	.073	.004	.151	.026	.003	.206	.006	.000
X4	Pearson	.552*	.473*	.193	1	.655*	.539*	.385*	.153	.519*	.589*	.519*	.385*	.202	.682*	.699*	.519**	.295*	.340**	.590**	.534**	.740**
	Correlation	*	*			*	*	*		*	*	*	*	*	*	*	*					
	Sig. (2-tailed)	.000	.000	.139		.000	.000	.004	.242	.000	.000	.000	.002	.121	.000	.000	.000	.022	.008	.000	.000	.000
X5	Pearson	.692*	.530*	.377*	.655*	1	.708*	.479*	.147	.422*	.585*	.620*	.535*	.231	.554*	.725*	.546**	.376**	.299*	.551**	.573**	.791**
	Correlation	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*				
	Sig. (2-tailed)	.000	.000	.003	.000		.000	.000	.263	.001	.000	.000	.000	.078	.000	.000	.000	.003	.020	.000	.000	.000
X6	Pearson	.684*	.540*	.280*	.539*	.708*	1	.653*	.195	.450*	.634*	.633*	.546*	.081	.565*	.700*	.666**	.360**	.410**	.447**	.529**	.796**
	Correlation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Sig. (2-tailed)	.000	.000	.003	.000		.000	.000	.263	.001	.000	.000	.000	.078	.000	.000	.000	.003	.020	.000	.000	.000

[illegible]^a. Correlation is significant at the 0.05 level (2-tailed).

Y7	Pearson	.479*	.156	.245	.400**	.366*	.653*	1	.423*	.575*	.611*	.538*	.346*	.511*	.343*	.418*	.217	.128	.211	.452*	.479**	.702**
	Correlation	*				*			*			*		*		*				*		
	Sig. (2-tailed)	.000	.214	.059	.002	.004	.000	.001	.000	.000	.000	.000	.007	.000	.007	.001	.096	.329	.106	.000	.000	.000
Y8	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
	Pearson	.608*	.349*	.282*	.571**	.273*	.599*	.423*	1	.645*	.438*	.502*	.467*	.510*	.596*	.452*	.252	.239	.306*	.464*	.608**	.763**
	Correlation	*	*	*		*	*	*		*	*	*	*	*	*	*				*		
Y9	Sig. (2-tailed)	.000	.006	.029	.000	.035	.000	.001		.000	.000	.000	.000	.000	.000	.000	.052	.066	.017	.000	.000	
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
	Pearson	.560*	.384*	.270*	.500**	.311*	.627*	.575*	.645*	1	.611*	.601*	.410*	.574*	.485*	.356*	.285*	.081	.143	.309*	.560**	.761**
Y10	Correlation	*	*	*		*	*	*		*	*	*	*	*	*	*				*		
	Sig. (2-tailed)	.000	.002	.037	.000	.016	.000	.000	.000		.000	.000	.001	.000	.000	.005	.027	.538	.275	.016	.000	
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
Y11	Pearson	.567*	.070	.093	.340**	.449*	.567*	.611*	.438*	.611*	1	.408*	.404*	.336*	.236	.227	.068	.073	.278*	.372*	.587**	.635**
	Correlation	*			*	*	*	*	*	*	*	*	*	*	*	*				*		
	Sig. (2-tailed)	.000	.596	.479	.008	.000	.000	.000	.000	.000		.001	.001	.009	.089	.081	.605	.562	.032	.003	.000	.000
Y12	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
	Pearson	.316*	.301*	.179	.517**	.355*	.476*	.538*	.502*	.601*	.408*	1	.594*	.554*	.444*	.372*	.293*	.114	.092	.177	.316*	.650**
	Correlation	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*			*		
Y13	Sig. (2-tailed)	.014	.020	.170	.000	.005	.000	.000	.000	.000	.001		.000	.000	.000	.003	.023	.366	.485	.177	.014	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
	Pearson	.393*	.222	.271*	.546**	.456*	.367*	.346*	.467*	.410*	.404*	.594*	1	.585*	.499*	.482*	.284*	.047	.305*	.119	.393**	.655**
Y14	Correlation	*			*	*	*	*	*	*	*	*	*	*	*	*	*			*		
	Sig. (2-tailed)	.002	.089	.036	.000	.000	.004	.007	.000	.001	.001	.000		.000	.000	.000	.042	.720	.018	.384	.002	
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
Y15	Pearson	.367*	.260*	.373*	.550**	.546*	.436*	.511*	.510*	.574*	.336*	.554*	.585*	1	.574*	.431*	.430*	.162	.335*	.302*	.387**	.753**
	Correlation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*		
	Sig. (2-tailed)	.002	.045	.003	.000	.000	.000	.000	.000	.000	.009	.000	.000		.000	.001	.001	.164	.009	.019	.002	.000

	Sig. (2-tailed)	.000	.087	.189	.001	.012	.000	.000	.000	.000	.000	.014	.002	.002	.015	.004	.549	.556	.006	.000		.000
N		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
TOT	Pearson	.709 [*]	.472 [*]	.453 [*]	.750 ^{**}	.583 [*]	.732 [*]	.702 [*]	.783 [*]	.761 [*]	.635 [*]	.650 [*]	.655 [*]	.753 [*]	.649 [*]	.580 [*]	.389 [*]	.305 [*]	.481 ^{**}	.573 [*]	.709 ^{**}	
AL	Correlation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002	.018	.000	.000		
N		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	

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

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

a. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Proximity	64	50	100	76.28	11.635
Activeness	64	32	100	79.13	13.443
Valid N (listwise)	64				

b. Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.50486951
Most Extreme Differences	Absolute	.062
	Positive	.054
	Negative	-.062
Test Statistic		.062
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

c. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Activeness * Proximity	Between Groups	(Combined)	8596.000	33	260.485	2.802	.003
		Linearity	4432.806	1	4432.806	47.682	.000
		Deviation from Linearity	4163.194	32	130.100	1.399	.179
	Within Groups		2789.000	30	92.967		
	Total		11385.000	63			

d. Simple Linear Reression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4432.806	1	4432.806	39.532	.000 ^b
	Residual	6952.194	62	112.132		
	Total	11385.000	63			
a. Dependent Variable: Activeness						
b. Predictors: (Constant), Proximity						

e. T-test

Coefficients ^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.132	8.846		2.728	.008
	Proximity	.721	.115	.624	6.287	.000
a. Dependent Variable: Activeness						

f. Coefficient Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624 ^a	.389	.380	10.589
a. Predictors: (Constant), Proximity				
b. Dependent Variable: Activeness				

Documentation of the Research

The first observation



Data Validation



Observasi





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**SURAT KEPUTUSAN
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DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2021/2022**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

- Menimbang : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah
b. Undang-undang No 20 tahun 2003 tentang Sisdiknas.
c. Undang-Undang RI No. 12 Tahun 2012, tentang Pendidikan Tinggi.
d. Keputusan Menteri Agama RI No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
e. Surat Keputusan Rektor IAIM Nomor : 216/1.3 AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Harmilawati, S.S., S Pd., M Pd	Syanfuddin, S Pd., M Pd

untuk penulisan skripsi mahasiswa:

Nama : KHIAERUNNISA

NIM : 180110024

Prodi : Prodi Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Influence of Students Proximity towards Students Activeness in Learning English of Seventh Grade at Mts Darul Ihsan Salohe

- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islam, Progresif dan Kompetitif



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Pada Tanggal : 09 November 2021 M

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SURAT PERMOHONAN PERUBAHAN JUDUL

Assalmu'alaikum Warahmatullahi Wabarakatuh

Dengan ini saya:

Nama : Khaerunnisa

Nim : 180110024

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Mengajukan pergantian Judul tersebut dikarenakan terdapat kata yang perlu ditambahkan dan dihilangkan sehingga disarankan oleh pembimbing untuk mengganti redaksi judul tersebut.

Judul lama : *The Influence of Students Proximity towards Students Activeness in Learning English of Seventh Grade at Mts Darul Ihsan Salohe*

Judul Baru : *The Influence of Teacher-Students' Proximity towards Students Activeness in Learning English at MTs. Darul Ihsan Salohe*

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105

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Nomor : 022.D1/I /III.3.AU/F/2022
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 28 Jumadil Akhir 1443 H
31 Januari 2022 M

Kepada Yang Terhormat

Kepala MTs Darul Ihsan Salohe

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) **Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai**, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Khaerunnisa
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Program Studi : Tadris bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Influence Of Teacher-Students' Proximity Towards Students Activeness In Learning English At MTs Darul Ihsan Salohe"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di *MTs Darul Ihsan Salohe*.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



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**YAYASAN PENDIDIKAN AL-HASANIYAH
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Yang bertanda tangan di bawah ini Kepala Madrasah
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Yang bersangkutan di atas diberikan izin untuk melakukan penelitian di
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Teacher-Students' Proximity toward Students Activeness in Learning English at MTs.Darul
Ihsan Salohe.*

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamualaikum Warahmatullahi Wabarakatuh.



Sinjai, 9 Maret 2022

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