

CHAPTER I

INTRODUCTION

This research is designed to investigate how classroom environment affects the learning English motivation as a subject in vocational high school.

1.1 Background of Study

Nowadays, English is a needed skill to get to compete in a working world, for some companies it is required the applicants to acquire it well. For vocational schools like SMK N 1 Demak where the students are expected to be able to compete in the working world, then English is highly important for them to acquire. However, there are some obstacles for them to learn such as the lack of the students' motivation to learn English.

Motivation is one of the factors which can bring a success in learning development (*Nicholson, 2013*). "Motivation is something which energizes, directs, and sustains behavior which causes students movement, points them in a certain direction, and keeps them going" stated by (*Fredricks, Blumenfeld, & Paris, 2004; Maehr & Meyer, 2004; Reeve, 2006*). Motivation factors are divided into two: first is intrinsic, this factor comes from internal or inside of the person, it associated to the passion or desire of that person itself. The second one is extrinsic; it comes from external or outside of that person such as the assessment of the given tasks. According to Dornyei (1994), motivation includes three levels: the language level, the learner level and the learning situation level. This research is only focus on the third level

of motivation that is the learning situation level, specifically the classroom environment.

Motivation is a complex phenomenon which needs to be constructed well. The more understandable the construction, the better the teacher will see the extent to which they may undertake influence and be in a better position to improve students' motivation. The negative classroom environment may decrease students' motivation (*Kormos and Lukóczy, 2004*). It is important for teachers build the good quality of classroom environment while the teaching process, especially for the vocational schools where English should not be just a subject.

Some students still assume that English is difficult to learn that leads decreasing their motivation in learning it. Building a good quality classroom environment in learning will help both teachers and the students to increase the motivation. If the students are motivated to learn English, it will help them focus on the study then leads to accomplish the study. Dalton proposed that the characteristics of good classroom are relaxed atmosphere, shows evidences of well-arranged and purposeful activities, and displays the students' work by using the best facilities (*Classroom Atmosphere Reflect Quality of Learning, 1951*).

The classroom environment can be influenced by several things, such as social influence on motivation and the role of how peers play in the learning process. The good peers group can support learning (*Goodenow, 1993*). Dalton suggests that the cooperation between the students can help to

complete projects and seek for more information related to the study. The discussion can encourage and stimulate student learning and add variety to the class as they find the same or different problems of the study.

Then, the role of the teachers is not only transferring knowledge to the students but also take part of building the classroom environment. Teachers should set activity that triggers the students' learning interest (*Ryan Hannah. The Effect of Classroom Environment on Student Learning, 2013*). "The teacher is a relaxed, well-poise, enthusiastic person. His professional manner is spiced with a keen sense of humor. He needs to show confidence and calmness in order to master of the art of good human relations." Dalton, 1951.

The classroom facilities also has important role in creating the good classroom environment such as the availability of learning recourses, the use of the teaching media, and the condition of the classroom itself. Learning recourses can be books, articles and etc. The completeness of the learning recourses facilitates the students in understanding the study. The teacher should be wise in using the teaching media for examples: the teacher use the power point to display the material in general, and then use the whiteboard to explain the details. The teacher may use pictures or videos to support the explanation of the material. Then, the condition of the classroom can be the condition of the students' chairs and tables, the classroom' temperature, the lightening and etc. those can affect the students' focus on their learning. The classroom condition should be comfortable for students so that they can keep focus (*BBC, The Impact of Classroom Environment on Learning, 2010*).

While the researcher's teaching practice in SMK N 1 Demak, the researcher found that there are contrast differences between Accounting major and Marketing major. The accounting major shows an effective learning improvement while the Marketing major shows a slow learning improvement. The researcher intends to find out what influences this phenomenon.

1.2 Reasons for Choosing the Topic

The researcher selects this topic because during her teaching practice the researcher found some contrast differences in the learning process of two different majors in vocational high school. The problem comprises:

1. The students of the Accounting major actively follow the learning activities while the Marketing major is passive.
2. The students of the Accounting major show an effective learning improvement while the Marketing major shows slow improvement.
3. The Accounting major performs positive cooperative learning while the Marketing major performs the opposite.

1.3 Statement of the Problems

This research is conducted to define how the classroom environment affects the students' learning motivation. The following research questions will be addressed in the study according to the background that the writer explains:

1. Does the environment influence students' English learning motivation?

1.4 Objectives of the Study

The objective of this study is to analyze the effect of classroom environment toward the students' English learning motivation.

1.5 Limitation of the Study

This study has three major limitations. First, the sample used is a purposive sample. Second, data are collected from the students of two different major classes those are Accounting and Marketing of 11th graders in SMK N 1 Demak, Indonesia. Third, this research is designed as a qualitative study.

Qualitative research produces both exploratory and descriptive explanation (Hesse-Biber & Leavy, 2006). Qualitative research used case study method in order to contextualize the research within the real life classroom environment (Yin, 2003), and this approach allowed different data collection techniques.

A digital audio recording device is used to record the interviews. Audio files are kept in a secure location and respondents are assured of complete confidentiality situational to increase a collection of comprehensive study data. The writer refers to the argument of Cohen, Manion, & Morrison (2003) that it is necessary to use a recorder to avoid misinterpretation and data loss so that the valid data can be gained appropriately.

1.6 Significance of the Study

There are several benefits to be expected in this research. For English teachers, this study can provide alternative ways to improve the quality of English teaching in the classroom, such as how to build a good relationship with the students and what kind of teaching technique that can be used to engage the students into learning. For students this study can give information with regard to their learning. In addition, for schools, this study provides information that can be used to support and to create a better teaching and learning English at school, and it can be used as a reference to know the students' and teachers' need towards English learning.

1.7 Definitions of Key Terms

There are several matters relate to the terms of this research:

1.7.1. Motivation

Motivation is defined as the 'desire or willingness to do something' (Oxford Dictionary 2013), the situation of being triggered to act or work, a force or influence that makes someone to do something (Merriam Webster 2013).

1.7.2. Learning Language

In 1982, Hongenhann defined learning as a relatively perpetual change in behavioral potentiality that happens as a result of reinforced practice. The similar definition was also stated by Myers, D.G (1993), he believes that learning as a relatively permanent change in organism's behavior that caused by experience. Then, Mukherjee (2002) implied learning is an illation from some performance of the

organism producing an enduring change of behavior. Based on three definitions above, we can see that generally learning relates to change and behavior.

1.7.3. Classroom Environment

Classroom environment is about where the learning process takes place and how it goes (Abdullah, 2012). It also matters how the teacher can influence his student to improve and develop their study.

Classroom environment is composed by two factors. The first is physical environment; it deals with the classroom arrangement which reflects the teacher's teaching style. This includes desks placement and arranging space for students. The teacher may organize the class as he likes without putting aside the learning needs. For example, set up circle or U-desks shape for frequent whole-group discussion or learning stations for individual activities.

The second one would be psychological environment. This factor based on the interaction of key players in the classroom, they are students and teacher which particularly concentrate on; Students' participation, communicating the learning goals, social support, and teacher's behavior.

1.8 Organization of the Study

This research paper consists of five chapters, those are as follow:

Chapter I is introduction. It consists of background of study, reasons for choosing the topic, statement of the Problems, objectives of the Study,

limitation of the study, significance of the Study, definition of key terms, and organization of the study.