

ABSTRACT

Wahyu Dini, Sri. 2015. *The Correlation Between Classroom Environment and Students' Motivation in Learning English for the Tenth Grade Students of MA. Ma'arif Balong in Academic year 2014/2015.* Thesis, English Education Department, Tarbiyah Faculty, State College Islamic of Ponorogo, Advisor Dr. Harjali, M.Pd.

Key Word: Classroom Environment, Students' Motivation.

English is an important aspect in education, it has settled for students as obligation in learning. Nowadays, although students have learned English for many years, many of them are still incapable to use English. Sometimes they are not motivated in learning English. These may be caused by many factors in their school or learners' selves. This classroom environment may be one of factors which make their motivation in learning English is low. May be they are not comfortable by the situation and condition of the class. Those problem may be give many influences for students.

This research is a quantitative correlation study aimed to know whether there is any correlation between classroom environment and students' motivation in learning English of the tenth grade students of MA. Ma'arif Balong in academic year 2014/2015. The researcher chooses three statement problems, they are: how is the classroom environment, how is students' motivation in learning English and is there any correlation between classroom environment and students' motivation in learning English.

The population of this research was the whole students of tenth grade which consist of 30 students. The researcher used non probability sampling. The number of sample are 30 students. The data are collected by questionnaire to measure classroom environment and students motivation. The data were analyzed using the rank order formula as technique of data analysis.

After conducting the research, the researcher found that the average score of classroom environment of the tenth grade students of MA. Ma'arif Balong in academic year 2014/2015 was moderate, 22 students or 73% with the score between 72-85. Also, students' motivation in learning English is moderate, 16 students or 53% with the score between 59-68.

The data showed that db of $N=30-2=28$. The researcher find from product moment formula that was $r_{xy} = 0,703$. Meanwhile, r table Product Moment with the 5% was 0,361 and 1% = 0,463. It means that $r_{xy} \geq r$ table, so null hypothesis was rejected and alternative hypothesis was accepted.

The researcher concluded that there is a significant correlation between classroom environment and students' motivation in learning English of the tenth grade students of MA. Ma'arif Balong in academic year 2014/2015.

CHAPTER I

INTRODUCTION

A. Background of the study

We less think how many times we communicate with others in a day, let's count it, since we wake up until go to sleep in the night. How many times we read newspaper or advertisement in the side road, write letter or report or anything? We have to be aware that we spend much times to communicate using a language. Language is so important especially in delivering idea to the other people. As we well have known, communication is a part of human daily activities. Through communication, we can share our ideas and thought with other people.

In line with more sophisticated world, we are demanded to be able to communicate not only by using our mother tongue but also by using a foreign language. Moreover, English is obviously more difficult to do since we have a limitation of knowledge about foreign language. So, language learning is obliged to be learned in all of education level, especially for English. It is occurred because English has settled as International language or universal language that has a role make communication easier. So that, science, knowledge, technology and information exchanging can be occurred fast.

Classroom is an important place. It has great influence for students.¹ Students can learn effectively in their classroom. The classroom environment is the setting in which students learning takes place. Classroom environment concerns of the classroom's physical environment, the social system, the atmosphere, and norms and values. Studies

¹ Jasson S. Wrech.at. al, *Communication Affect and learning in the classroom* (America, United States of America), 112.

conducted in different regions of the world have shown that classroom climate is one of the most important predictors of students achievement.²

In teaching and learning English as a foreign language, to get good English mastery, students need something to support them in learning. It is also said that motivation must be aroused in some way. We must propose or encourage students to develop activities which has intrinsic interest for them. Learning environment is a major aspect in the teaching and learning process and crucial to determine students' learning. Learning environment stimulates students' engagement in the learning process and influences their behavior. Besides that, it also assists in the development of students' skills and cognitive abilities.

Everyone agrees that a key factor in successful learning is a learner's motivation. Everyone also agrees that a key factor in effective teaching is an instructor's ability to facilitate students motivation. Particularly in circumstances where children are not inherently interested in learning.³ From the result that statement of environment always influences to study achievement. Environment always makes good or bad indicator achievement to the students. Students like a practice face to face in every place and situation. Therefore, the students can resume is very complete. Naturally, the lesson or practice can understand at the little time. Classroom environment plays an important role in motivating students to learn English language because the process of learning takes place mostly in the classroom. Therefore, the classroom environment is essential to be

² TALIS (Data Processing Center:Hamburg:2009), 103.

³ McInerney, D.M, *Helping Kids Achieve Their Best Understanding and Using Motivation in the Classroom* (Australia: Sydney: 2000), 1.

focused on to see whether students' motivation in learning English language is associated with classroom environment.⁴

The word "motive" means as energy which to support someone to do something. Motive can be said as driving force energy from the subject to do activity to do reach the goal moreover motive can means as a internal condition. Precede word "motive" so motivation can means as driving force energy who make active. Motive make active if need to reach the goal.⁵ Based on *psychology today an introduction's* book, motive is the property that organizes behavior and defines its end states and the corresponding process is called motivation.⁶

"Motivation is extremely important for second language learning, and it is crucial to understand what our students' motivations are".⁷ Motivation is often a good indicator of students' progress in learning a second language. It is one of the decisive factors that can determine students' achievement in a second or foreign language. Gardner and Lambert also states that motivation refer to the combination of desire and effort make to achieve a goal.⁸ In teaching by principles's book motivation is the extent to which people make choices about goals to persue and the effort people will devote to that persuit. From the statement can conclude that motivation is an impulse that comes from one's self or from outside in order to achieve a goal in want.

In foreign language settings, tertiary-level learners may be highly motivated to succed academically and have specific carees goals in mind. However, their progress may

⁴ *Ibid.*, 241.

⁵ Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (PT: Raja Grafindo Persada, 2009), 73.

⁶ Elizabeth Hall, *Psychology Today an Introduction* (Random House New York), 367.

⁷ Zanghar Ahmed, *Instrumental and Integrative Motivation Among Undergraduate Libyan Students of English as a Foreign Language* (Thesis, the university of colorado at fort collins, Colorado, 2012), 2.

⁸ Sandra Lee McKay, *Sociolinguistics and Language Teaching* (United States of America: Cambridge University Press, 1997), 5.

be hampered by limited prior exposure to the language of study, inadequate resources and little formal support for their language learning. As a result they must overcome a host of motivational challenges to their personal, academic and language development.⁹

Based on Vygotsky's theory of social cognitive development, the classroom environment is the "culture" that determines students' learning development. In classroom students' learning development is taking place when interactions between students and teacher or among the students themselves occur. With the existence of friendships (high affiliation) and teacher support in classrooms, students' level of learning would be improved. In other words, classroom environment which is the "culture" that teaches students how to think and to acquire knowledge through classroom environment.¹⁰

Tenth grade students' of MA. Ma'arif Balong is a class which is a subject of this research. Based on the observation and interview at the last time the researcher gets some information. According to Mrs. Rinawati: "The students' motivation in learning English in MA. Ma'arif Balong is low, it can known by the students' mark in their examination, usually they get bad mark in examination test. They seldom to use English in communication, when the teacher ask something by English language they seldom answer by using English too".¹¹ The researcher also interview some tenth grade students for get more information. According to Arif: "I don't like English because it is difficult lesson. When we have a English lesson, there is really noisy that make me

⁹ Garold Murray, et al. *Identify, Motivation, and Autonomy in Language Learning* (Canada, North York Ontario: 2011), 199.

¹⁰ Lau Shiao Wei Habibah Elias , *Relationship Between Students' Perceptions Of Classroom Environment And Their Motivation In Learning English Language* (Thesis, Faculty Of Educational Studies University Putra Malaysia 43400 UPM Serdang, Selangor Malaysia, December 2011), 240.

¹¹ Interview with English teacher of MA Ma'arif Balong is Mr. Rinawati on January, 10th 2015.

unconcentration, and I don't like that condition".¹² According to Camilia: "I don't like English lesson, because the teacher just give some assignment for us, we are not understand about teacher's explains because the teacher using more English and seldom write something on the board"¹³. Form that statements, the researcher also try to observe for their classroom. The researcher find that the classroom environment is not support students' learning process effectively. For example the permanent seat model, that make the students feel bored, and also there is a little ventilation in the class that make the students uncomfortable when teaching learning process.

According to Mrs. Rina: "Students' classroom is not support for teaching learning process, it's just a little facilities for students that can make the students' enthusiasm in learning English. The students hope that they have good classroom, so they try to create an enjoyable classroom environment. Students construct their classroom comfortable in order to make enjoyable teaching learning process. Beside that, students' hope that they get a good mark in English subject based on their classroom environment support".¹⁴ So, the researcher takes MA. Ma'arif Balong for this research to know more about the problem.

Based on explanation above, the writer intends to know whether there is correlation between classroom environment and students' motivation in learning English. Therefore, the researcher conduct the title "*The Correlation Between Classroom Environment and Students' Motivation in Learning English for the Tenth Grade Students of MA. Ma'arif Balong in academic year 2014/2015*".

B. Limitation of The Problem

¹² Interview with Arif, the tenth grade student on January, 12th 2015.

¹³ Interview with Camilia, tenth grade students from class B

¹⁴ Interview with English teacher of MA Ma'arif Balong is Mr. Rinawati on January, 10th 2015.

To make the problem clear, it is necessary for the researcher to limit the problem. The limitation of the problem as the follows: the correlation between classroom environment and students' motivation in learning English for the tenth grade students of MA. Ma'arif Balong in academic year 2014/2015".

C. Statement of The Problem

The research concerns the phenomenon of correlation between classroom environment and students' motivation in learning English. Therefore the reseach problem are formulated as follow:

1. How is the classroom environment for tenth grade students of MA. Ma'arif Balong in academic year 2014/2015?
2. How is the students' motivation in learning English for tenth grade students of MA. Ma'arif Balong in academic year 2014/2015?
3. Is there any correlation between classroom environment and students' motivation in learning English for tenth grade students of MA. Ma'arif Balong in academic year 2014/2015?

D. Objectives of The Research

Based on the research problem above, the objective of the research are:

1. To know the classroom environment for tenth grade students of MA. Ma'arif Balong in academic year 2014/2015?
2. To know the students' motivation in learning English for tenth grade students of MA. Ma'arif Balong in academic year 2014/2015?
3. To know wether there is correlation between classroom environment and students' motivation in learning English for tenth grade students of MA. Ma'arif Balong in academic year 2014/2015?

E. Significance of The Research

The result of this research is expected to be able to give advantages, both theoretically and practically.

1. Theoretical significance

The result of the study is expected to add the reference of improving the students' motivation and make them more creative in the classroom. It can be contributed in developing the education quality especially for English subject.

2. Practical significance

a. Students

For the students, have a good classroom environment makes them to be more effective and also increase their motivation to learn especially to study English. So that, it can develop their achievement.

b. Teacher

For the teacher, this research could help them to make a effective classroom environment and give good motivation to the students. Furthermore they could get their students motivation in learning English.

c. Reader

This study is expected to give contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned the problem of the study.

F. Organization of The Thesis

This research under title “Correlation between Classroom Environment and Students’ Motivation in Learning English for tenth grade students of MA. Ma’arif Balong in academic year 2014/2015?”

Chapter I : Introduction, This chapter explain about the whole content of thesis.

They are: background of the study, limitation of the problem, statement of the problem, objective of the study, significance of the study and organization of the thesis.

Chapter II : Review of related literature includes: theoretical background, previous reserch finding, theoretical framework and hypothesis of the study.

Theoretical background, some materials are discussed, such as: Learning (definition of learning, mastery of learning). Classroom environment (definition of classroom environment, creating supportive classroom environment, conducive classroom environment). Motivation (definition of motivation, component of motivation, types of motivation, , motivation to study English). Correlation between classroom environment and students’ motivation in learning English.

Chapter III :Research methodology includes: research design, population and sample, respondent, instrument of data collection, technique of data collection and technique of data analysis.

Chapter IV : Research Result General Data: location of the research, data description, data analysis, discussion and interpretation.

Chapter V : Includes conclusion and suggestion as the end of content discussion series of thesis.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

This chapter presents review of related literature used in this research. The reviews of related literature have a goal of including overviews of *learning, classroom environment and students' motivation in learning English*.

1. Learning

a. Definition of learning

Learning is acquisition or getting something. Contemporary dictionaries defined that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Learning is one of the most important topics in this sophisticated psychology, but the concept is difficult to be defined. Definition of learning based on some experts are written in a book of learning, as follow:

Learning is knowledge gained by study. Learning is to gain knowledge, comprehension, or mastery through experience or study.¹⁵ This statement means that learning is a way to get something new. But if someone has known about something, they will add their knowledge more and more, mastery and understand anymore. After study and get many experiences, someone have knowledge deeply.

According Kimble and Garnezy in Brown stated that learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice.¹⁶

Although those definition is enough famous, there is some explanations that have been

¹⁵B.R. Hergenhahn and Matthew H. Olson, *Theories of Learning* (Jakarta: kencana, 2009), 2.

¹⁶H. Douglas Brown, *Principle of Language Learning and Teaching: fourth edition* (Longman: San Francisco State University, 2000), 7.

analyzed deeply. First, behavioral of learner will be changed. It is occurred because learner has gotten new knowledge which make them be able to do something new. Second, behavioral change is not always change. It is just a moment. Third, behavioral change is not occurred instantly. Fourth, behavioral change come from the continuous exercise. Last, learner should get many stimuli in the learning something.¹⁷ In short, learning is activity which influence for human thinks. Beside that learning also change human behavior.

In English subject, learners can learn effectively by knowing some theories and practice well. Language learning is process discovery. Learners can find some knowledge in every place, situation and condition.

Based on the statement above, researcher concludes that learning is a process get some knowledge an increase an ability. Thus, learning can effective if human try to apply their knowledge in every activities. Besides that, human must try to find some knowledge anymore and develop it everywhere.

b. Mastery Learning

Mastery learning is a framework for planning instructional sequences. Mastery learning provides a compact and interesting way of increasing the likelihood that more students will attain a satisfactory level of performance in school subject. Recent work has sharpened the idea, and contemporary instructional technology has made it feasible.¹⁸

Mastery learning more fully a reflect communication oriented approach to instruction on the individual student. In its purist form course planning is oriented

¹⁷B.R. Hergenhahn and Matthew H.Olson, *Theories of Learning* (Jakarta: kencana,2009), 3.

¹⁸ Bruce Joice, et al, *Model of Teaching: six edition* (USA. A Pearson Education Company, 2006), 323.

toward the achievement of desired objectives that are operationalized in behavioral term. Teacher decide exactly what they want their student to know, what they want them to be able to do, how they want them to feel as a result of a period of instruction, and also specify how they will assess whether or not those goals have been achieve.¹⁹ It mean that teacher must know and measure about their students' knowledge. Especially knowledge about material which had been leaning in the cassroom based on the curriculum.

Based on the statement above, it concluded that mastery learning can be implemented simply by modifying traditional group instructional procedures to ensure that some students have more time and they receive appropriate individual instruction based on the results the formative evaluation..

2. Classroom Environment

a. Definition of classroom environment

Classroom is a place where unique face-to-face group marked by interpersonal relationship among it member. These interpersonal relationships essentially include teacher-students relationship and peer relationship.²⁰ Environment of education is very important to apply in teaching and learning processes. Learning environments which use the concepts of having the teacher be the expert and using the lectures or reading and (common course method) to deposit knowledge in the mind of the students are known as instructive learning environment.²¹ It means that a good

¹⁹ Jason S Wrench, et al, *Communication Affect and Learning in the Classroom* (America, United States of America), 112.

²⁰Sunitha.N.H, *Academic Learning Environment of Student from aided and unaided Co-Educational High School* (Thesis, University of agricultural Science, Dharwad, October 2005),1.

²¹Eric J Youn, *Effectiveness of a Virtual learning on Student Learning about Clinical Skill* (Thesis, the university of Texas at Arlington,2007), 24.

learning environment give a good influence for learners. Learners feel enjoy to study if they give an enjoyable classroom environment.

Broophy and Good as well as Alderman reported that a positive learning environment and student learning are enhanced when teacher believe that all student can learn and the teacher can make difference.²² Teacher must take a new behavior to influence students' behavior and teacher must believe that their students' can create a good classroom's learning environment to support their learning as well as possible.

Based on the explanation above, it concluded that classroom's learning environment is a physical place where human able to creat a good class for their learning effectively as well as possible. Here teacher must give ideas for students how to manage a comfortable classroom based on the students' proficiency.

Classroom environment have proposed three overarching constituents: emotional support, classroom organisation and instructional support.

1. Emotional support encompasses the teacher's ability to foster students' social and emotional functioning in the classroom. Student perception of positive emotional support from teachers is related to their high academic performance, positive social functioning and emotional wellbeing.
2. The classroom organisation dimension denotes classroom processes related to the structure and management of students' behaviour, time and attention. Middle and secondary school teachers who manage classrooms well tend to begin lessons promptly, create predictable learning environments, and ensure smooth transitions between activities, which encourage student focus and minimise behavioural disruptions.

²²*Ibid.*, 8.

3. Third, instructional support includes the ways in which teachers implement activities to facilitate student learning.²³

b. Creating a supportive classroom environment

The foundation for a successful learning is way to create a good classroom management. As researcher explained before that classroom environment have great influence for supporting students' learning. Thus teacher must create a supportive classroom's learning environment, such as:

a. Arranging successfull classroom

The physical arrangement of classroom can give good effect for students' behavior and learning. The placement of desk, bookshelves, pencil sharpeners, and cabinets can influence traffict flow, students interaction, as well as noise, attention, or disruption levels. Teacher can give some idea for students to manage classroom. For example, ask to add some furnitture like bulletin board, electrical plugs, cabinets, wastebasket, etc.

b. Students' desk

The single most important decision influencing the physical classroom environment is the students' seating arrangement. Ideally, the arrangement of students' desk should not be permanent, except for large lecture halls or laboratories. The purpose of the learning activity should dictate the most

²³Juliette Spearman • Helen M. G. Watt. *Perception shapes experience: The influence of actualand perceived classroom environment dimensions on girls' motivations for science*. (Thesis, Faculty of Education, Monash University, Melbourne, VIC, Australia, 2013) 2.

favorable seating pattern. Unless furniture is bolted to the floor, it can be moved during the day as the lesson dictates.

c. Seat assignment

Teacher must decide students' seat before school begin. Generally, most teacher prefer to assign seat at first. It is best to announce that the initial seating assignment will be temporary. Then teacher might allow them to choose different seats. However, if teacher have several difficult students, it is best to maintain control over the seating pattern, separating troublemakers from another and keeping them where teacher can easily monitor their behavior.

d. Keeping Desks Clean

Some students' desk begin resemble, hiding assorted old papers, tattered books, pencil stubs, broken crayons, pens, and miscellaneous treasures. Teachers have resorted to a range of tactics for encouranging students to keep their desks tidy, from spot check to formal inspections with check sheets. Some choose to ignore the mess and allow students to suffer the consequences.

e. The teacher's Desk

Not all teachers require a desk. If the classroom is crowded and teachers spend little time at the desk, consider removing it or replacing it with a small table and filling cabinet. Some prefer an old-fashioned writing desk, which makes monitoring students easier.

f. Noisy Classroom Impede Learning

Noisy classrooms seriously impair students' learning. Commonly, students always make noisy in the classroom.

g. Greeting Your Students

On the first day, greet all students at the door with a smile and tell them to sit. Teacher might have a seating chart on the overhead with their names placed on their assigned seats. It is teacher's strategies that uses to make students enjoy and comfort at the classroom in the teaching learning process

h. Getting to know your students spending time

Getting to know students is one of the most valuable investments teacher can make. Establishing rapport help build mutual respect and minimize classroom behavior problems

i. Welcoming new students

Make a special effort to make new students feel comfort and welcome.

j. The importance of relationship Building

Positive teacher-student relationships provide the foundation for effective instruction and constructive classroom management. Teachers' goals are not to become your students' friend, although many students may attempt to craft such a connection. There is a boundary. Too frequently headlines have reported sensational stories about teachers who have engaged in inappropriate behavior with their students, often costing them their jobs, and leading to imprisonment.

Use common sense in maintaining appropriate boundaries and avoiding compromising situation with students.

k. Creating an inviting school climate.

Schools that maintain a positive school climate are marked with a high degree of cohesiveness and high level of morale, among students as well as staff.

The students' former environment daily, communicated that they were losers, incompetent, and slower than everyone else.²⁴

c. **Conducive classroom learning environment**

Classroom's environment is of great significance as learning. As an agent of intellectual stimulation, conducive of classroom's learning environment is an important factor in strengthening the child's level of education. This leads to considerable significance to the study of critical issues of classroom teaching. Method of dealing the class, curricular subject and behavior of the teachers are some of the factors, which make classroom environment favorable or unfavorable, as gratifying or discouraging to the pupil.²⁵

Learning environment must give attention for psychological factors which influence for students' behavior. A good psychological factors which influences for students's development optimally. There are some aspects which support students' learning well.²⁶, such as:

a. Controlling environment

²⁴Ronald L. Patin, *the Classroom Teacher Survival Guide* (San Francisco:Jossay Bass, 2009)

²⁵Sunitha.N.H. *Academic learning environment of students from aided and unaided Co-Educational high school* (Thesis, university of agricultural science, Dharwad, october, 2005), 1.

²⁶Rita mariyana, et al, *Pengelolaan Lingkungan Belajar*(Jakarta:Prenada Media Group, 2010) , 83.

Controlling environment is very important. Because less controlling environment will effect some problems, like: uncomfortable because less lighting or ever lighting. Then, it can influence for students' bad behavior, not only for children but also for adult.

b. Savety

Teacher must secure students learning environment; learning equipment, learning tools, classroom, building, etc. students' safety is very important to keep. In the school, teachers to be students' parents.

c. Comfortable

An effective teaching-learning process had been followed by comfortable area. Students gets maximum knowledge if they stay in the good area. Here, comfortable area included: comfortable air, fresh air and good lighting.

d. Traction power

Learning environment must have a great traction to improve effectiveness and fluency of teaching learning process. An interesting learning environment is an environment which influence for students' thinking and feeling.

e. Improve responsibility and care

Teacher must care for students' environment and lesson. At the school, students must save their learning equipment. Beside that, students are asked to keep clean and obey a school official.

f. Setting an acoustic sound

More said that students not only can learn effectively in the silence place but also in the noise place. Thus, students can also improve their knowledge in the noise place. So, teacher must be able to organize a sound from outdoor and indoor. Then, teacher must be able to make students' more active in teaching-learning process.

g. Lighting

Lighting is an important part in the learning environment. It is very supports for learning process. Generally, lighting supports for learning process by using visual. In relation to students' achievement it is argued that day lighting produce biological effect on the human body. However, having society a daylight source in the classroom is not practical or possible. Benya suggested that for lighting to be effective, daylight must be supplement by automatically controlled electric lighting that dims in response to daylight levels'.²⁷

h. Ventilation and temperature

Earthman rates temperature, heating and air quality as the most important individual element for students' achievement.²⁸ Classroom climate is very supporting for students concentration. Genenrally, students can't concentration maximally because they fell uncomfortable. So, they can't learn effectively. Air

²⁷Steve Higgins, et al, *The Impact of School Environment a Literature Review*. (New Castle: University of New Castle upon Tyne), 20.

²⁸*Ibid.*, 16.

circulation and windows condition is very important. At the topic area, teacher must know about climate condition and classroom condition. So, teaching-learning process can be effective and efficient.

i. Involvement

Involvement is the extent to which students have attentive interest in the class and participate in discussions.

j. Affiliation

Affiliation is the level of friendship students feel for one another, students are helping each other, and are enjoying working together.

k. Teacher support

Teacher support is the amount of help, concern, and friendship the teacher directs toward the students.

l. Task orientation

Task orientation is the extent to which it is important to complete activities planned and to stay on the subject matter.

m. Order and organization

Order and organization is the emphasis on students' behaving in an orderly and polite manner, and on the overall organization of classroom and classroom activities.

n. Rule clarity

Rule clarity is the emphasis on establishing and following a clear set of rules and knowing what the consequences will be if they do not follow them.²⁹

3. Motivation

a. Definition of Motivation

Many people fail to understand the true meaning of the term “motivation”. The meaning of motivation is many kinds, which is scientists give different definition about it. Djaali said that, “Motivation is a psychology condition which supports a person to do the certain activity to get the goal.”³⁰ It means motivation can pushes someone to do something to achieve the purpose. According Brown, Motivation is probably the most frequently used catch all term for explaining the success or failure of virtually any complex task.³¹

The most fundamental motivation for a learner is desire to enter into learning situation, and we make the assumption that learners have already been motivated to place themselves in learning situations, when they attend a class view television, or read printed pages.³²

Motivation is all about having the willpower to get started –and once you get going it can direct your life in many ways. It’s possible to feel more motivated at some stages of your life than at others, or that your motivation is being affected by other people and events around you. You may events be asking yourself how well motivated you are and whether you could be better.

²⁹ Lau Shiao Wei Habibah Elias , *Relationship Between Students’ Perceptions Of Classroom Environment And Their Motivation In Learning English Language* (Thesis, Faculty Of Educational Studies University Putra Malaysia 43400 UPM Serdang, Selangor Malaysia, December 2011), 243-244.

³⁰Djaali, *Psikologi Pendidikan* (Jakarta: PT. Bumi Aksara, 2011), 101.

³¹H.Douglas Brown, *Principle Of Language Learning And Teaching* (New York: Addison Westley Longman, 2000), 160.

³²Parkins Driscoll, *Essential of Learning for Instruction* (America: Englewood Cliffs, 1989), 63.

The definition above, there are some important elements, as follow:

- 1). Because of motivation, there is power change in the people selves. It also influences physical of people activities.
- 2). Motivation is appeared with affective, feeling, emotion, aspilar to do something.
- 3). Motivation is a response from goal, which is necessary in the primary reason.

b. Components of motivation

There are three major components to motivation: activation, persistence and intensify.

a. Activation

Activation involves the dicision to initiate a behavior, such as enrolling in a psychology class.

b. Persistence

Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resource.

c. Intensify

Intensify can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student will study regularly, participate in discussions and take advantage of reseach opportunities outside of class.³³

c. Types of motivation

There are two types of motivations: intrinsic and extrinsic motivation.

a. Intrinsic motivation

³³Ngalim, Purwanto, *Psikology Pendidikan* (Bandung: PT. Remaja Rosdakarya Offset, 2000), 72.

According to Edward Deci, intrinsic motivation is intrinsically motivated activities are ones for which there is no apparent reward except the activity itself.³⁴ It means that someone who has an intrinsic motivation in their self, they can do activities without need motivation from outside. Dornyei said that, “intrinsic motivation is motivation to engage in an activity because that activity is enjoyable and satisfying to do”.³⁵ Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.³⁶

b. Extrinsic Motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.³⁷ Many sources of extrinsic motivation for example: the students may do chores not because they enjoy them but because doing so earns an allowance and students who are extrinsically motivated may study hard for a test in order to obtain a good grade in the task.

Statements above explain that intrinsic motivation is striving inwardly to be competent at something and to reward you inwardly. There exists a basic question of whether or not extrinsic motivations (rewards provided by outward sources) undermine intrinsic motivation (self-motivation). Research shows that having extrinsic rewards for something that would naturally be intrinsically motivated, decreases intrinsic motivation.

³⁴H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (San Francisco State University: Prentice Hall Regents Engelwood Cliffs, 2000), 76.

³⁵Zoltan Dornyei, *Attitudes, Orientation, Motivation* (London: Pearson Education Limited, 2010), 38.

³⁶Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (London: Longman Group Ltd, 1986), 51.

³⁷Penny Ur, *A Course in Language Teaching* (United Kingdom: Cambridge University Press, 1991) 277.

d. Motivation to study English

Motivation is an internal and external encouragement of the student's self in learning process to make behavior alternation. Motivation also commonly thought of as an inner drive, impulse, emotion, or desire that move one to particular action.

In the learning domain, motivation is an important role in the learning activity, especially to get the goal of learning. It is a totality of power in the learners' self which causes learning activity, which guarantees the learning process is really occurred. So, the goal of students to study is reached.³⁸

Thus, motivation to study English can be devined as totality power of students to study English well. It is said totality because it consists of not only the desire of learners' self but also other factors. Motivation can influence the students' achievement of English. Sometimes students have no desire to study English because they feel bored with the condition of the class, or maybe they have individual problem and cannot learn really. Moreover, the students whether who have high intelligence or limited intelligence cannot follow the learning activity because they have not any experience or habit which make them motivated to study English.

Students want to learn because they are pushed by their mental power, such as activation, persistence, and intensify. Those mental powers could be low or high. There is an expert who said that those mental powers called as motivation to study.

The foundations for any discussion of motivation in learning English are the terms 'instrumental' and 'integrative' motivation.³⁹

³⁸Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2006), 75.

³⁹Garold Murray, et al. *Identify, Motivation, and Autonomy in Language Learning*(Canada, North York Ontario: 2011), 195.

As contrasted with learners who are assumed to have a less sustainable instrumental motivation for specific aim, such as fulfilling a language requirement at school or qualifying to get a better job, those with integrative motivation, associated with an interest in and desire to identify with members of a community of speakers of a language, were postulated to have better language learning outcomes and greater achievement. These theoretical concepts have had an abiding influence on theories of motivation in language learning especially English subject, but the 'instrumental or integrative' divide has been criticized for focusing narrowly on language achievement as the most important motivational forces that play a part in a learner's lifelong language learning experiences⁴⁰

So that, there should be instrumental and integrative motivation types that encourage them to study English, and that may influence their achievement in English subject.⁴¹

If the students have those six indicators means that they have high motivation. According Hamzah B. Uno there are some indicators that students have high motivation. So they need to have these following matters:

- 1). Desire to be successful.
- 2). Encouragement and requirement in learning.
- 3). Hope and aspiration for the future.
- 4). Appreciation in study
- 5). Interesting activity in study.
- 6). Conducive learning environment so that students study well.⁴²

4. Correlation between Classroom Environment and Students Motivation in Learning English

Environment is an external factor which influences for success and fail in the students' learning process. Students get an influence for conscious or unconscious process. Physical environment to be a big role for students' achievement. Although, teacher investigates anything to construct instructional strategy, environment as an

⁴⁰ *Ibid*, 196.

⁴¹ Zanghar Ahmed, *Instrumental and Integrative Motivation Among Undergraduate Libyan Students of English as a Foreign Language* (Thesis, the university of colorado at fort collins, Colorado, 2012), 1.

⁴² Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan* (Jakarta, PT. Bumi Aksara), 23.

important mute factor which help or damage.⁴³ Clearly, environment is one of factor which gives good or bad influences for anything.

Actually, students' can improve their skills refer their classroom condition. Classroom environment can help succesful students' achievement, if the student can organize their classroom environment as well as possible. Whereas, classroom environment can gives a bad impact for students' achievement, if the student can't organize well. Basically, environment to be a source and an educational factors which needed by teacher in the teaching-learning process.⁴⁴ Classroom environment also will make change to people in reaching successfulness: when students have a good classroom environment actually they will have a good opinion about their classroom and it was more motivated to study the more challenging material. Good classroom environment has many benefit for the students, such as:

- 1) Make the students to be more interested with many matters, because they feel comfort and enjoy in their classroom when learning process.
- 2) They will find something new, they will know more about everythings caused by their enthusiasm in learning process. It will increase their knowledge.
- 3) Students would feel more spirit in learning, because their mind has settled with positive thinking and comfort in the class. So, they will be motivated in learning, especially in learning English lesson.⁴⁵

Based on the explanation above, researcher can conclude that classroom environment is external factor which decided students' successes. Classroom environment can influence students' motivation in learning as well as possible. As we

⁴³Eric Jensen, *Guru super& Super Teaching: lebih dari 1000 Strategi Praktis Pengajaran Super* (Jakarta Barat: Indeks Permata Puri Medika, 2009), 33.

⁴⁴Abu Ahmadi, Nur Uhbiyati, *Ilmu Pendidikan*(Jakarta: Rineka Cipta, 2001), 67.

⁴⁵Eric Jensen, *Guru super& Super Teaching: lebih dari 1000 Strategi Praktis Pengajaran Super* (Jakarta Barat: Indeks Permata Puri Medika, 2009), 34.

know, education development was influenced by education itself. Education can't effective without good environment condition.

B. Previous Research Findings

Some research that related to this research is Andik Kurniawan, the student of English Department students of STAIN Ponorogo. The title of his research is "The influence of school environment to the English Speaking Skill of the Tenth Grade Students' of MA. AL-Mukarrom Kauman Sumoroto Ponorogo in Academic Year 2011/2012.

The objective of the research is to find whether school environment can influence a English speaking of the tenth grade students' of MA.AL-Mukarrom Kauman Sumoroto Ponorogo in academic year 2011/2012. Based on his research Andik concludes that school environment hae a good effect to English speaking skill of the tenth grade students' of MA. AL-Mukarrom Kauman Sumoroto Ponorogo in Academic year 2011/2012.⁴⁶

Other researcher, she is Aning Puji Cahyani. She is the student of STAIN Ponorogo, conducted it in the title of her research is "The influence of learning environment to the students' achievement in general subject of Pondok Pesantren "Pertama" Durisawo Ponorogo.

The objective of the research is to find whether school environment can influence students' achievement in general subject of Pondok Pesantren "Pertama" Durisawo Ponorogo. Based on the research, Aning concludes that learning environment influenched

⁴⁶Andik Kurniawan, "The influence of school environment to the English Speaking Skill of the Tenth Grade Students' of MA. AL-Mukarrom Kauman Sumoroto Ponorogo in Academic Year 2011/2012," (Thesis, STAIN, Ponorogo, 2012).

a students' achievement in general subject of Pondok Pesantren "Pertama" Durisawo Ponorogo.⁴⁷

The differences between that research and this research are: that research is explain about the influence of school environment and students' achievement. It means that the researcher try to find whether school environment can give many influences for students' achievement. Meanwhile, in this research is explain about the correlation between classroom environment and students motivation in learning English. So, this research is to know whether there is any significant correlation between classroom environment and students' motivation in learning English.

C. Theoretical Framework

Students should have a good motivation in learning English. Motivation is really important for that because students who have high motivation actually they will get the good achievement in learning English. And the students who have low motivation in learning English actually they will have bad achievement in learning English.

In this research, there are two variables, as follow:

X: Classroom Environment

Y: Students motivation in learning English

Those variables are classroom environment (X) as independent variable and students' motivation in learning English (Y) as dependent. From the two variables above, we can conclude the theoretical framework as follows:

⁴⁷Aning Puji Cahyani, "*The influence of learning environment to the students' achievement in general subject of Pondok Pesantren "Pertama" Durisawo Ponorogo,*" (Thesis, STAIN, Ponorogo, 2010).

- a. If the classroom have not good environment, the students' motivation in learning English is low.
- b. If the classroom have good environment, the students' motivation in learning English is high.

D. Hypothesis of the study

1. Null hypothesis (H₀)

There is no significant correlation between classroom environment and students' motivation in learning English for tenth grade students of MA.Ma'arif Balong in academic year 2014/2015.

2. Alternative Hypothesis (H_a)

There is a significant correlation between classroom environment and students' motivation in learning English for tenth grade students of MA.Ma'arif Balong in academic year 2014/2015.