

ABSTRACT

Nurdianah, Lestari. 2015. Correlative Study between Socio-Emotional Classroom Climate and Students' Motivation in Learning English at Seventh Grade of SMPN 1 Sambit. Thesis, English Education Department, Faculty of Education, State Islamic College of Ponorogo, Advisor Dr. Harjali, M.Pd.

Key Words: Socio-emotional classroom climate, motivation in learning English

Classroom is a place where the students and teachers live and interact each other. The relationship among classroom members can influence students' motivation in learning. Good relationship of classroom or good socio-emotional classroom climate can increase student's motivation in learning, such as learning English.

Learning English as an international language is important for global communication. Based on the observation at SMPN 1 Sambit on January 2015, the students' motivation in learning English is still questioned. In learning process, motivation is very important because students who have no motivation will reluctant to study.

The purposes of the research are (1) to know the level of socio-emotional classroom climate of seventh grade at SMPN 1 Sambit in academic year 2014/2015, (2) to know the level of students' motivation of the seventh grade at SMPN 1 Sambit in academic year 2014/2015, (3) to know the correlation between socio-emotional classroom climate and students' motivation in learning English at SMPN 1 Sambit in academic year 2014/2015.

In this research, the researcher used quantitative approach. The population was all students of seventh grade at SMPN 1 Sambit in academic year 2014/2015, that is, 141. Sample of the research was 56 or 40% of the population. Sampling technique used were quota and random sampling. Questionnaire was used as instrument of data collection. Then the researcher used Product Moment formula to know the coefficient correlation between socio-emotional classroom climate and students' motivation in learning English of seventh grade at SMPN 1 Sambit in academic year 2014/2015/

Based on the data mentioned above, it can be concluded that (1) the socio-emotional classroom climate of seventh grade at SMPN 1 Sambit in academic year 2014/2015 was categorized as medium with frequency, that is, 31 of 56 respondents, (2) the students' motivation in learning English of the seventh grade at SMPN 1 Sambit in academic year 2014/2015 was categorized as medium with frequency, that is, 33 of 56 respondents, (3) there was significant correlation between socio-emotional classroom climate and students' motivation in learning English of the seventh grade at SMPN 1 Sambit in academic year 2014/2015 with $r_{xy}=0,636$. Then, the score was consulted to Product Moment table with $n= 56$ (db54) and significance level 5%, the result was $r_{table} = 0,266$. Because the r_{xy} score $> r_{table}$, so H_0 was rejected/ H_a was accepted.

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is an important factor for people life. Education is aimed to develop the potentials in students to be more faithful and more believable individual to the only one God, having more excellent attitude, be healthy, knowledgeable, smart, creative, independent, and responsibly democratic citizen.¹ Besides, education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens.²

In educational process, the basic activity that is done by students is learning. So, learning is important for students to reach the goal of education. In learning process, the students are hoped to be active in enriching their knowledge to get maximal result. There are a lot of factors that influence the successful of learning, such as learning method, learning material, motivation, environment, etc.

Motivation is a personal condition that encourages someone to do certain activity for reaching a goal.³ Without motivation people will lose their spirit to get their goal. Then, they will not achieve the goal. While people who

¹ Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, www.kemenag.go.id/file/dokumen/UU2003.pdf, 3 accessed on 25 January 2015.

² The Right of Education, (online), www.unesco.org/new/en/right2education, accessed on 25 January 2015.

³ Djaali, Psikologi Pendidikan (Jakarta: Bumi Aksara: 2011), 101.

have motivation, they will achieve their goal successfully. In learning process as well, someone who does not have motivation won't study and will have low academic achievement. On the contrary, people who have motivation will study well and get good academic achievement.

Biehler and Snowman in Adedeji Tella stated that in learning, motivation is believed as a necessary ingredient.⁴ According to Christina in Ahmed Zanghar, motivation is an essential factor that plays a major role in achieving many fundamental goals in student's academic life.⁵ Besides, Yumei stated that motivation is one of several important factors that may influence students' achievement.⁶ In other word, we can say that motivation is the important factor that should be had by students to learn any subjects, includes language.

English is an international language where almost all people in this world communicate use English. There is no doubt that English is a world language, with more than 60 countries where "English is now the dominant of official language."⁷ Based on this fact, we can realize that English is language that has to be learned by all people in the world. By learning English people from different country can communicate one another without any

⁴ Adedeji Tella. *The Impact of Motivation on Student's Academic Achievement and Learning Outcomes in Mathematics among Secondary School Students in Nigeria*, (online), Eurasia Journal of Mathematics, Science & Technology Education, 3(2), (April, 2007), 150.

⁵ Ahmed Zanghar, *Instrumental and Integrative Motivation among undergraduate Libyan students of English as a Foreign Language*, (Colorado: Colorado State University, 2012), 1.

⁶ Chalermpon Choosri and Usa Intharaksa, *Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students* (April, 2011), 3.

⁷ Peter Lucantoni, *Teaching and Assessing Skill English as a Second Language* (United Kingdom: Cambridge University Pers, 2002), 3.

misunderstanding. So science, knowledge, technology and information exchanging can be occurred fast.

Considering the important of English, the government has settled English as one of the compulsory subjects taught in level of education, from Junior High School up to university. Even, some elementary schools also add English as the subject. I think it is better because the early they learn English the more they understand. By adding English as subject in level of education, the students are hoped will be able to understand and master English language. Therefore, the students will be able to communicate in English.

Related to the motivation in learning English, the seventh grade students of SMP N 1 Sambit looked have less motivation in learning English. It can be seen during the teaching and learning process. When the teacher is explaining the lesson, most of the students did not pay attention to. They tend to make a noisy with their friends and some of them are just silent. In addition, Mrs Tutik, English teacher of seventh grade, also say that nowadays teaching English is not easy. Most of students are not exited and not spirit in learning English.

Motivation in learning includes English, can be influenced by any factors. It can be intrinsic factor and extrinsic factor. Intrinsic factors include interest to learning, interest to the material, need, etc. While extrinsic factor is like gift, praise, facility, learning environment (physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviours).

Psychological environment represents the emotional tone, which is a concomitant of interpersonal interaction of any organizational system.⁸ School is like a social system. School system includes staff members who vary in quantity and quality of education, sex, age, work experience, work expectations, assignments, temperaments, attitude, skills and values. People, as one part of the system, interact with each other in the performance of their roles as do people in the formal structure of the informal organization. Eccles et.al said that there seems to be abundant literature on school climate from different parts of the world that documents a positive school climate having a powerful influence on the motivation to learn.⁹

A good socio-emotional climate, good relationship among students and teacher, students and students, is a possible condition to conduct effective teaching and learning.¹⁰ In addition, Brophy, Pintrich and Schunk in Hsiao-Lin Tuana said that learning environment comprises teachers' teaching strategies, class activities, and student-teacher and student-student interactions would influence an individual's motivation in learning.¹¹ Hanrahan also pointed out that teachers' teaching, and student-teacher relationships would influence students' motivation.¹² It is now an established fact that socio-emotional climate affects all types of activities includes

⁸ Satish Kumar Kalhotra, Mother Education & Perception Of Socio-Emotional Climate Of The School By High School Students Of Jammu Region, International Referred Research Journal, Vol I, (February,2011), 139.

⁹ Amrit Thapa, Jonathan Cohen, Ann Higgins-D'Alessandro & Shawn Guffey National School Climate Center School Climate Brief Number 3 (August, 2012), 3.

¹⁰ Mulyadi, Classroom management, (Malang: UIN-Malang Press, 2009), 46.

¹¹ Hsiao-Lin Tuana, Chi-Chin Chinb and Shyang-Horng Shiehc, The development of a *questionnaire to measure students' motivation towards science learning*, International Journal of Science Education, Vol 27 (May, 2005), 641.

¹² Hsiao-Lin Tuana. Et.all , 642.

learning motivation.¹³ This may be is a factor that makes seventh grade students of SMPN 1 Sambit has low motivation. May be there is an unfavourable relationship between students and students or students and teacher. If the classroom has a good socio-emotional climate may be the students will be more motivated in learning English.

From the explanation above, the researcher wants to know the correlation between socio-emotional climate of the classroom and students' motivation in learning English. The researcher take study entitle: *Correlative Study between Socio-Emotional Classroom Climate and Students' Motivation in Learning English at Seventh Grade of SMPN 1 Sambit.*

B. Limitation of the Study

The researcher limits her research on a correlative study between socio-emotional classroom climate and students' motivation in learning English of seventh grade of SMPN 1 Sambit to avoid a far ranging discussion.

C. Statements of the Problem

Based on the scope of study, the problem of the study can be stated as follows

1. How is the socio-emotional climate of the seventh grade English classroom at SMPN 1 Sambit?

¹³ Kalhotra, Mother Education & Perception Of Socio-Emotional Climate Of The School By High School Students Of Jammu Region, 139.

2. How is the students' motivation in learning English of the seventh grade English classroom at SMPN 1 Sambit?
3. Is there significant relationship between socio-emotional classroom climate and students' motivation in learning English of seventh grade at SMPN 1 Sambit?

D. The Objectives of the Study

The objectives of the study in this research are:

1. To know how the socio-emotional climate of the seventh grade English classroom at SMPN 1 Sambit is.
2. To know how the students' motivation in learning English of the seventh grade English classroom at SMPN 1 Sambit is.
3. To know the relationship between socio-emotional classroom climate and students' motivation in learning English at SMPN 1 Sambit

E. The Significant of the Study

1. Theoretical Significance

The result of the study is expected to add the references about relationship between students' motivation and socio-emotional climate of the classroom.

2. Practical Significance

a. Students

For the students, having good relation among all classroom members includes teacher and classmates can build good climate in

the classroom. Therefore, the students' motivation in learning especially English can be increased.

b. Teacher

For the teachers, the research could help them to know how their socio-emotional classroom climate is. Therefore, the teacher can build good classroom climate so that the students' motivation in learning English can be increased.

c. Readers

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

F. Organization of the Thesis

The researcher writes the thesis in V chapters, these chapters related on another. The organizations of the thesis are:

First chapter is introduction. It consists of Background of the study, identification of the problem, statement of the problem, objective of the study, significance of the study, and organization of the study.

The second chapter is Theoretical Background/ Literature Study includes theoretical background, previous research finding, theoretical framework, and hypothesis.

The third chapter contains research design, population and sample, instrument of data collection, technique of collecting data, and technique of data analysis.

The fourth chapter includes of research finding contains general data of research place, data description, data analysis, discussion and interpretation.

Fifth chapter is closing it contains of conclusion and recommendation.

STANPONOROGO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Socio-emotional Classroom Climate

a. Definition

The word “climate” in Kamus Lengkap Bahasa Indonesia is defined as situation of weather in a particular place and time, situation, condition (social).¹⁴ In Cambridge Advanced Learner’s Dictionary Third Edition, climate is the general development of situation, or the situation, feeling and opinions that exist at a particular time.¹⁵ In addition, Tagiuri defined climate as the total environmental quality within an organization. So there are so many definitions about climate.

As climate definition, many experts have different point of view about definition of school climate. According to Moos in Uhar Suharsaputra, school climate is the social atmosphere of a setting or “learning environment”, in which students have different experiences, depending upon the protocols set up by the teachers and administrators.¹⁶ Besides, Jonathan Cohen, et. all stated that school climate is based on patterns of school life experiences and reflects

¹⁴ Kamisa, Kamus Lengkap Bahasa Indonesia (Surabaya: Kartika, 1997), 237.

¹⁵ *Cambridge Advanced Learner’s Dictionary Third Edition* (Cambridge: Cambridge University Press, 2008), Version 3

¹⁶ Uhar Suharsaputra, *Administrasi Pendidikan* (Bandung: Refika Aditama, 2010), 75.

norms, goals, values, interpersonal relationships, teaching, learning and leadership practices and organizational structures.¹⁷ While National School Climate Centre defined School climate as the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. Thus, it can be concluded that school climate is the feelings and attitudes that are elicited by a school's environment.

Emotional climate of the school refers to various kinds of feelings and emotions, which are faced by the students in the school. It emphasizes the relationship between teachers and the headmaster, among teachers and students in the school. Socio-emotional climate represents the emotional tone, which is a concomitant of interpersonal interaction of any organizational system.¹⁸ The social/emotional environment includes all of the factors that can affect how the child interacts with others (e.g., respect for all, clear expectations, safe and caring atmosphere).¹⁹

Classrooms are complex societies where students and teachers live and interact with each other. Classroom climate is seen as a major determiner of classroom behaviour and learning, understanding how

¹⁷ Jonathan Cohen, et all, School Climate: Research, Policy, Practice, and Teacher Education, Teachers College Record Volume 111, Number 1 (Columbia University January 2009), 180.

¹⁸ Kalhotra, Mother Education & Perception Of Socio-Emotional Climate Of The School By High School Students Of Jammu Region, 139.

¹⁹ Geneva Centre for Autism, Creating a Positive School Climate, (1998), 3.8.

to establish and maintain a positive classroom climate is seen as basic to improving schools. Classroom climate is most often determined by the model and quality of interpersonal relationships between teachers and students, the relationship between students, the classroom management style as well the teachers' behaviour style.

A certain number of authors define the classroom climate as the result of individual and joint perceptions, the processing and evaluation of significant aspects of the classroom context by its participants – teachers and students. They found a broader determination of this phenomenon offered by those authors who, in addition to the group processes which are developed in the classroom context, also include the emotional aspects of interpersonal relationships, teachers and student's beliefs and values, the structural aspects of teaching style and classroom organisation, teacher's expectations and attitudes towards students, the level of control, discipline problems, the gender and age of students, as well as school achievement and the physical aspects of the learning environment²⁰

From the definitions above, the researcher concludes that socio-emotional climate of the classroom is situation or feeling that draw the relationships among classroom members includes teacher-students relationship and students-students relationship.

²⁰ Slavica Ševkušić, Sonja Anđelković And Vladeta Milin, Classroom Climate In Serbia: The Perspective Of Primary School Teachers (Belgrade: Institute For Educational Research, 2014)

b. Dimension of Climate

According to the National School Climate Council and the National School Climate Centre of New York, school climate can be organized into the following four areas of focus:²¹

Table 2.1
Dimension of Climate

Dimension	Major Indicators
1. Safety	
a. Rules and norms	- Clearly communicated rules about physical violence and verbal abuse and clear and consistent enforcement.
b. Physical safety	- Sense that students and adults feel safe from physical harm in the school.
c. Social and emotional security	- Sense that students feel safe from verbal abuse, teasing, and exclusion.
2. Teaching and Learning	
a. Support for learning	- Supportive teaching practices, such as constructive feedback and encouragement for positive risk taking, academic challenge, individual attention, and opportunities to demonstrate knowledge and skills in a variety of ways.

²¹ National School Climate Center, www.schoolclimate.org/climate/policy.php, accessed on 25 January 2015

Dimension	Major Indicators
b. Social and civic learning	- Support for the development of social and civic knowledge and skills, including effective listening, conflict resolution, reflection and responsibility, and ethical decision making
3. Interpersonal Relationships a. Respect for Diversity b. Social Support—Adults c. Social Support—Students	- Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance. - Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems. - Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
4. Institutional Environment a. School Connectedness/	- Positive identification with the school and norms for broad participation in

Dimension	Major Indicators
Engagement b. Physical Surroundings	school life for students, staff, and families. - Cleanliness, order, and appeal of facilities and adequate resources and materials.

Rudolph Moos in Adelman, H. S. & Taylor, L groups such concepts into three dimensions for classifying human environments and has used them to develop measures of school and classroom climate. Moos's three dimensions are²²:

- 1) Relationship — the nature and intensity of personal relationships within the environment-, the extent to which people are involved in the environment and support and help each other.
- 2) Personal development — basic directions along which personal growth and self enhancement tend to occur.
- 3) System maintenance and change — the extent, to which the environment is orderly, clear in expectations, maintains control, and is responsive to change.

There are several scales in each dimension. Scale which is included in Moss's dimension above can be seen on the table below.²³

²² Adelman, H. S. & Taylor, L. (in press). Classroom climate. In S. W. Lee, P. A. Lowe, & E Robinson (Eds.), *Encyclopedia of School Psychology*. Thousand Oaks, CA: Sage.

²³ Tarmidi, *Iklm Kelas dan Prestasi Belajar* (Medan: USU Repository, 2006), 3-4.

Table 2.2

Instrument of Classroom Climate and its Scales for Each Dimension

Instrument	Scale classification based on Moss's Scales		
	Relationship	Personal development	System maintenance and change
CES	Affiliation Involvement Teacher support	Competitiveness Task orientation	Order & organisation Rule clarity Teacher control
CUCEI	Cohesiveness Involvement Personalisation Satisfaction	Task orientation	Individualization Innovation
ICEQ	Participation	Independence Investigation	Differentiation
LEI	Apathy Cliqueness Cohesiveness Favouritism Friction Satisfaction	Competitiveness Difficulty Speed	Democracy Disorganisation Diversity Formality Goal direction Material environment
MCI	Cohesiveness Friction Satisfaction	Competitiveness Difficulty	Formality
MCE	Cohesiveness Satisfaction	Difficulty Speed	Democracy Formality
Others	Alienation Concern Emotional tone Group int. Life Humanism Morale Reactions to teacher Satisfaction	Achievement standard Autonomy Commitment to class work Human intellect. Climate Opportunism Personal dignity Science Task orientation	Orderliness Resource Social control

c. Socio-emotional climate scale based on CES

To know how is the socio-emotional classroom climate of seventh grade at SMPN 1 Sambit, the researcher uses 3 scales of CES, that is, involvement, affiliation and teacher support. The explanation for each scale as follows²⁴:

1) Involvement

Students' involvement in the classroom scale is used to measure how far students care and participate in classroom discussion and how they are interested to the classroom activities.

2) Affiliation

Affiliation scale is used to measure how students know, help, and support each other.

3) Teacher support

Teacher support scale is used to measure how teacher helps students, give attention to them, believe in students and be students' friend.

²⁴ Devi Brantaningtyas Puspitasari, Hubungan antara Persepsi terhadap Iklim Kelas dengan Motivasi Belajar Siswa SMP Negeri 1 Bancak, *Empathy* Vol.I No.1 Desember 2012, 64.

2. Motivation in Learning English

a. Definition of Motivation

The word motivation is taken from the Latin “movere” that has meaning “move or courage to move”.²⁵ While the terminology of “motivation” has been defined by experts, as follows:

- 1) According to Sumadi Suryabrata in Djaali, motivation is a personal condition that encourages someone to do certain activity for reaching a purpose.
- 2) Gates and his friends in Djaali state that motivation is personal physiologies and psychologies condition which regulates his attitude using a certain way.²⁶
- 3) Mc Donald in Syaiful Bahri Djamarah says that motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions.²⁷

From those definitions, we can conclude that motivation is psychologies and physiologies condition that encourage someone to do activity for reaching a certain purpose.

b. Principal of Motivation

Motivation has a strategies role in learning. There is no one who learns without motivation. No motivation no learning. In order to get the optimal result, then it is not only to know, but it should be

²⁵ Purwa Atmaja Prawira, Psikologi Pendidikan dalam Perspektif Baru (Jogjakarta: Ar-Ruzz Media, 2013), 319.

²⁶ Djaali, Psikologi Pendidikan (Jakarta: Bumi Aksara: 2011), 101.

²⁷ Syaiful Bahri Djamarah, Psikologi Belajar (Jakarta: Rineka Cipta, 2002), 114.

explained in teaching and learning process. There are several principal of motivation in learning²⁸:

1) Motivation as the basic activator that encourage learning activity

Someone do learning activity because something encourages her/him. It is called motivation. Someone is interested to learn which have no motivation will not show learning activity. Interest is psychology's tendency to object, not do an activity. However, interest is motivation tool in learning. Interest is used to build motivation. If someone has learning motivation, he/she will do learning activity. Therefore, motivation is confessed as the basic activator that encourages someone learning activity.

2) Intrinsic motivation is major that extrinsic motivation in learning activity

Students who have intrinsic motivation will be less affected by environment. Their spirit in learning is very good. Their learning reason is not to get a good score, praises, or rewards, but because they want to get knowledge. They will study hard without any promises/rewards. The command is not needed. Self study is indivisible part of learning activity for the students who have intrinsic motivation.

²⁸ Syaiful Bahri, 119-121.

3) Praises is better than punishment

Although punishment still applied to enhance students' learning motivation, but rewards such as praises is better. Everyone likes to be respected and dislike to be punished. Praising someone means to give appreciation of someone work achievement. This will give them spirit to increase their performance. But the praises have to be given in the right place and condition. Wrong praises will mean to mock them.

4) Motivation is correlated with learning need

Unavoidable need by students is desire to mastery several sciences. That is why students learn. If they don't study they will not get knowledge. So, learning is students' major need.

5) Motivation can grow up optimism in learning

Students who have learning motivation always sure that they can finish every work they do. They are sure that learning is not wasting time activity. Learning result will useful for nowadays and in the future. Every examination that is given by teacher will be faced quietly and confidently, not pessimism and anxious.

6) Motivation create learning achievement

In every research shows that motivation influence learning achievement. The fluctuation of motivation always becomes indicators of pros and cons students' achievement.

c. Types of Motivation

Talking about kinds of motivation, every psychologist gives his own opinion that is different from others. The researcher will put some of them as a basic guide that are commonly used.

Motivations are usually classified as intrinsic motivation and extrinsic motivation:

- 1) Intrinsic motivation is motivation that will active automatically because there is an encouragement from the individual self that encourage them to do something.²⁹ So there is no stimulus from the environment. It means that person who has intrinsic motivation learns something because he wants to do. He does it based on his willingness. Intrinsic motivation includes interest to learning, interest to the material, need, etc. For example, the student study math because he likes math or he wants to mastery math subject. Although there is no reward they will study.
- 2) Extrinsic motivation is a motivation that comes out of someone self. It can be from the environment condition/ treatments where the individual live. It is like gift, praise, punishment, parents' encouragement, teachers' encouragement, facility, environment etc. For example, the teacher will give a gift to students who have highest score in math exam. Knowing this information, all students study hard. Even the lazy students also

²⁹ Ibid, 115.

study hard. This shows that the lazy students want to study because they want the gift. If the teacher doesn't give a gift, they will not study. It is clear that the lazy students want to study because there is stimulus not because their willingness to study.

d. The functions of motivation

The functions of motivation in learning are:

1) Motivation as the impeller of deed

In the beginning, the students have no ambition to learn, but they want to know something, then the learning interest emerges. Something they want to know finally encourage them to learn. The students make a decision about their interest. At this moment, the students have a belief and confidence about what they should do. Those attitudes become a basic of learning and encourage them to learn. Thus, motivation as the impeller of deed influence attitude that should be done by the students in learning process.

2) Motivation as activator of deed

Psychologies' encouragement that create attitude to the students is unimpaired power, where it become psychophysical movement. In this stage, the students have done learning activity heart fully.³⁰

³⁰ Syaiful Bahri Djamarah, Psikologi Belajar, 123.

3) Motivation as the director of deed

Students' motivation encourages them to do directionally chosen goal that students want. In other word, motivation can avoid students become dispersed and without direction in comport for reaching the certain goal students want.³¹

Student who has motivation can select which one that should be done and should not. Student who wants to know about the certain subject, it is impossible to learn the other subjects. Certainly, the student will learn what they look for. Something that is looked for by student is the learning goal will be achieved. This learning goal will be director which gives learning motivation to the students. They study hard in order to get what they want to know. That is the role of motivation as a director of student's deed in learning.³²

e. Definition of Learning

In all educational process at school, learning is the main activity. It means that success or failure of education goal attainment depend on how is the students learning process. People point of view about learning will influence their behaviours that related to learning and each person has different point of view. Therefore, there are many definition of learning stated by experts.

³¹ Purwa Atmaja Prawira, 321.

³² Syaiful Bahri Djamarah, 123-124.

According to James O. Wittaker, learning may be defined as the process by which behaviour originates or is altered through training or experience. The other definition which is similar is stated by Cronbach in his book "Education Psychology," Learning is shown by change in behaviour as a result of experience. Thus, the effective learning is done through experiences. In learning process, someone interact with the learning object directly using all of the senses.³³

The other definition that is needed to be exposed is Howard L. Kingsley statement. He stated that learning is the process by which behaviour (in the broader sense) is originated or changed through practice or training.³⁴ Besides, Geoch stated that learning is a change in performance as a result of practice.³⁵

From those definitions, it can be concluded that learning is a change process of someone behaviour through practice and training to get experience from the interaction with environment. The change of people behaviour is occurred consciously cover all behaviour aspects. It also has characters of functional, positive and active, goal-oriented, and permanent.

³³ Ahmadi, Abu and Widodo Supriyono, Psikologi Belajar (Jakarta: Rineka Cipta, 2008), 126-127.

³⁴ Ibid

³⁵ Sardiman, Interaksi dan Motivasi Belajar Mengajar (Jakarta: RajaGrafindo Persada, 1996), 22.

f. Factors Influence Learning

As a process, learning successful is determined by any factors. Generally, Suryabarata point out that factors influencing learning can be categorized as:

- 1) Internal factors, includes physiologies factors (physic condition and physiologies function) and psychologies factors (interest, and motivation)³⁶
- 2) External factors, includes family (house situation, parents educational treatment, economic condition of the family, etc.), school (teaching method, curriculum, teacher-student relationship, student-student relationship, and society (mass media, society life, and friends.³⁷

g. Motivation in learning English

Learning motivation and learning is two things that influence each other. The nature of learning motivation is internal and external encouragement of students to create change of behaviour. Generally motivation in learning include English have some indicators. Those indicators have a big role to determine the successfulness of students learning. Indicator of learning motivation can be classified as follows:

- 1) Ambition and desire to be success
- 2) Encouragement and need to study

³⁶ Nyanyu Khodijah, Psikologi Pendidikan (Jakarta: Rajawali Pers, 2014), 58-59.

³⁷ Slameto, Belajar dan Faktor-faktor yang Mempengaruhi (Jakarta: Rineka Cipta, 2010), 60-71.

- 3) Expectation and dream of future
- 4) Appreciation in learning
- 5) Interesting activity in learning
- 6) Conducive environment

3. Correlation between Socio-emotional Classroom Climate and Students' Motivation in Learning English

Motivation is very involved in learning. Students who have motivation in learning will study seriously and well, so their learning outcomes and achievement will be good. Meanwhile, students who have less motivation will not study seriously. They are reluctant and lazy to study. That is why motivation has important roles in learning any subjects included English. Those roles are determining learning motivation, focusing on learning goal that want to be achieved, and determining learning assiduity.³⁸

Motivation can be influenced by many factors. It is included learning environment both psychological and physiological environment. Psychological environment represents the emotional tone, which is a concomitant of interpersonal interaction of any organizational system.³⁹ At school, one of organizational system, interpersonal interaction can be occurred between teacher and teacher, headmaster and teacher, students and teachers, students and any staffs, etc. But the most important

³⁸ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya* (Jakarta: Bumi Aksara, 2014), 27-28.

³⁹ Kalhotra, *Mother Education & Perception Of Socio-Emotional Climate Of The School By High School Students Of Jammu Region*, *International Referred Research Journal*, Vol I, (February,2011), 139.

interaction is the interaction that is happened in the classroom because classroom is the main place where students learn.

Classroom's interaction has influence in students' motivation. As Wentzel in Diana Raufelder, et.all stated that the teacher-student relationship has a major impact on students' motivation to learn.⁴⁰ The quality of teacher-student relationship is one of the most influential factors affecting students emotional well being, motivation, and achievement at school.⁴¹ Besides, the relationship among students also can influence learning motivation. Students who have bad habit will be detached. Therefore they do not want to go to school because they got ill treatment from their friends.⁴² Therefore it can be argued that there is influence between socio-emotional classroom climates to students' motivation in learning English.

B. Previous Research Finding

There are several previous studies that are found by researcher. The first research was presented by Dita Klaidia Meldyawati under the title "A Correlative Study between Student's Growth Mindset and Motivation in Learning English of the Eighth Grade in SMPN 1 Ponorogo in Academic Year 2011/2012". In this previous research finding, the researcher conclude

⁴⁰ Diana Raufelder, William M. Bukowski, Sonja Mohr, Thick Description of the Teacher-student Relationship in the Educational Context of School: Results of an Ethnographic Field Study, *Journal of Education and Training Studies* Vol. 1, No. 2; (Redfame Publishing, 2013), 2.

⁴¹ Jeanne Ellis Ormrod, *Essentials of Educational Psychology* (New Jersey: Pearson, 2008), 318.

⁴² Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010), 66-67.

that there is a significance correlation between students' growth mindset and students' motivation in English to eighth grade students of SMPN 1 Ponorogo in Academic Year 2011/2012.

The other previous study is research by Priatna Hadinata entitled *Iklim Kelas dan Motivasi Belajar Siswa SMA*. The research result shows that classroom climate gives significance contribution, for about 31.7%, toward learning motivation of senior high school students.

Related to this research, previous research finding becomes a contribution and reference to the researcher. The researcher realizes that there are a lot of factors that can improve or increase students' motivation in learning English.

C. Theoretical Framework

There are two variables that are mentioned in this research, as follow:

X: Socio-Emotional Classroom Climate

Y: Students' Motivation in Learning English

Socio-emotional classroom climate (X) in this research is called as independent variable while student's motivation in learning English is called as dependent variables. From those two variables above, we can conclude theoretical framework as follows:

1. If the socio-emotional classroom climate of the class is good, the students' motivation in learning English is high
2. If the socio-emotional classroom climate of the class is bad, the students' motivation in learning English is low.

D. Hypothesis

Hypothesis is a proposition to be tested or a tentative statement of a relationship between two variables.⁴³ Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further investigation. A hypothesis may be proven correct or wrong, and must be capable of refutation. If it remains unrequited by facts, it is said to be verified or corroborated.⁴⁴ Therefore, the researcher must examine the truth test with data collected through research.

Based on the limitation and statement of the problem, the researcher proposes hypothesis as follows:

1. Alternative Hypothesis

There is a significant correlation between socio-emotional classroom climate and students' motivation in learning English at seventh grade students of SMPN 1 Sambit in academic year 2014/2015

2. Null hypothesis

There is no significant correlation between socio-emotional classroom climate and students' motivation in learning English at seventh grade students of SMPN 1 Sambit in academic year 2014/2015

⁴³ Newman W Lawrence, Social Research method: qualitative and quantitative (Boston: Allyn and Bacon, 2000), 232.

⁴⁴ <http://www.businessdictionary.com/definition/hypothesis.html> accessed on 25 January 2015

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applied a quantitative approach. Quantitative approach assumes with observing surface behaviour and spoken words to describe human and its world. Quantitative researchers seek to establish relationship between variables and look for and sometimes explain the causes of such relationship.⁴⁵ Quantitative approach is a process in discovering the subject use data in form of number.

This research applies a correlative research. The goal of correlation research is to determine whether two or more variables are related.⁴⁶ Correlation research intents on to know the similarity and the differences, so that, correlation research intents to find out whether there is a correlation or not, and if it found there is a correlation how is the correlation of it.⁴⁷

In this research, there are two variables, independent and dependent variable. Independent variable in this research is socio-emotional classroom climate and students' motivation as dependent variable. To know whether there is significance correlation between both variables or not, the researcher uses the result of questionnaire.

⁴⁵ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill Companies, Inc., 2009), 15.

⁴⁶ Geoffrey Marczyk, David Dematto, David Festinger, *Essentials of Research Design and Methodology* (New Jearsey: John Willey & sons Inc, 2005), 3.

⁴⁷ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek: Edisi revisi V* (Jakarta: PT. Rineka Cipta, 1998), 251.

B. Population and Sample

1. Population

Population is all numbers of well defined class of people event or object.⁴⁸ Population is area of generalization consisting of object/ subject which has a certain quality and characteristics determined by researcher to study and then take conclusion. Population is not only person, but also object and other nature things.⁴⁹ The population of this research is all students at seventh grade of SMPN 1 Sambit Ponorogo in academic year 2014/2015. The total of population is 141.

2. Sample

Sample is part of population that will be observed or it can be said that sample is miniature population.⁵⁰ To merely estimate, if the subject is less than 100, it will be better to take all so that the research is population research.⁵¹ While, if the population is between 101 until 500, it can be taken 30-40%.⁵² It depends on the researcher capability include time, energy, and fund.⁵³

In this research, the researcher took 40% of population with description below:

- a. 30 students (VII A) x 40% = 12

⁴⁸ Margono, Metodologi Penelitian Pendidikan (Jakarta: Rineka Cipta, 2000), 54.

⁴⁹ Sugiyono, Statistika untuk Penelitian (Bandung: CV Alfabeta, 2007), 61.

⁵⁰ Zainal Arifin, Penelitian Pendidikan (Bandung: Remaja Rosdakarya, 2011), 215.

⁵¹ Suharsimi Arikunto, Prosedur Penelitian: Suatu Pendekatan Praktek (Jakarta: Rineka Cipta, 2002), 112.

⁵² Zainal Arifin, Penelitian Pendidikan (Bandung: Remaja Rosdakarya, 2011), 224.

⁵³ Suharsimi Arikunto, Prosedur Penelitian: Suatu Pendekatan Praktek (Jakarta: Rineka Cipta, 2002), 112.

- b. 28 students (VII B) x 40% = 11,2 = 11
- c. 28 students (VII C) x 40% = 11,2 = 11
- d. 27 students (VII D) x 40% = 10,8 = 11
- e. 28 students (VII E) x 40% = 11,2 = 11

. So, the total number of sample in this research is 56 of 141 seventh grade students at SMPN 1 Sambit in Academic Year 2014/2015.

The way to determine sample where the total is appropriate with sample size that will be the real source data by giving attention to characteristics and population spread in order to get representative sample called as sampling.⁵⁴ In this research, the researcher use quota sampling and random sampling.

C. Instrument of Data Collection

Instrument is a tool to help researcher in measuring variable. In this research both data of socio-emotional climate and students' motivation variable is gotten by questionnaire. Questionnaire is an instrument ... that he/she use to measures variables.⁵⁵ The questionnaire should be designed to collect information which can be used subsequently as data for analysis.⁵⁶ In making the questionnaire, the researcher uses indicators based on research variable. Here is the instrument of data collection⁵⁷:

⁵⁴ S. Margono, *Metodologi Penelitian Pendidikan: Komponen MKDK* (Jakarta: Rineka Cipta, 2009), 125.

⁵⁵ Neuman on Bambang Prasetyo dan Lina Miftahul Jannah, *Metode Penelitian Kuantitatif* (Jakarta: RajaGrafindo Persada, 2011), 143.

⁵⁶ Martyn Denscombe, *The Good Research Guide*, 3th ed. (New York: Mc Graw Hill, 2007), 153.

⁵⁷ See Appendix 1

Table 3.1
Instrument of Data Collection

Variable	Indicator	Number
Variable Independent (X) : Socio-emotional climate	1. Involvement 2. Affiliation 3. Teacher Support	1,2,6,9,10,14,20 3,4,5,7,8,11,12,13, 16,18, 15,17,19,2,6
Variable Dependent (Y) : Students' motivation	1. Ambition and desire to be success 2. Encouragement and need to study 3. Expectation and dream of future 4. Appreciation in learning 5. Interesting activity in learning 6. Conducive environment	7,8,11,12,15, 3,13,14,16,17,18, 6,10,19, 1,4,9,20 21,22,23 2,5,24,25

This questionnaire uses Likert scale. A Likert scale assesses attitudes, opinion and someone's or group's perception about phenomenon or social symptom.⁵⁸ It provided with answer choices and score.

Answer score for positive question is:

Always : 5

Often : 4

Sometime : 3

Seldom : 2

Never : 1

Answer score for negative question is:

Always : 1

⁵⁸ Riduwan, Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula (Bandung: Alfabeta, 2012), 87.

Often : 2

Sometime : 3

Seldom : 4

Never : 5

1. Validity Test

Validity in testing and assessment has traditionally been understood to mean discovering whether a test “measures accurately what it is intended to measure’ (Hughes), or uncovering the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure (Henning).⁵⁹ Based on the definition above we can say that the instrument validation can be believed through validity test.

To measure the validity of both questionnaires, the researcher uses Product Moment correlation, as Pearson formulated⁶⁰:

$$r_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Where:

r_{xy} = index of Product Moment.

ΣX = sum of X variable.

ΣY = sum of Y variable.

ΣXY = sum of X multiple Y.

⁵⁹ Glenn Fulcher and Fred Davidson, *Language Testing and Assessment: An Advance resource book* (London: Routledge, 2007), 4.

⁶⁰ Retno Widyaningrum, *Statistika Edisi Revisi* (Yogyakarta: Pustaka Felicha, 2013), 170.

The steps to calculate validity are:

- 1) Make the table of item analysis of all questions
- 2) Apply the data to the formula of product moment correlation
- 3) Make an interpretation of correlation result (r_{xy}) of each question.

Because the total respondent of this instruments are 24, the score of (r_t) is 0,404 when the correlation result (r_{xy}) \geq 0,404, so the question item is valid, and when the correlation result (r_{xy}) \leq 0,404, the question item is invalid.

The result of these calculations can be summarized in the both summary table below⁶¹:

Table 3.2
Recapitulation of Socio-emotional Classroom Climate instrument Validity

No. item	r_{xy}	$r_t(\text{table})$	Valid/invalid
1	0,757	0,404	Valid
2	0,474	0,404	Valid
3	0,873	0,404	Valid
4	0,695	0,404	Valid
5	0,492	0,404	Valid
6	-0,061	0,404	Invalid
7	0,741	0,404	Valid
8	0,583	0,404	Valid
9	0,739	0,404	Valid
10	0,664	0,404	Valid
11	0,303	0,404	Invalid
12	0,551	0,404	Valid
13	-0,047	0,404	Invalid
14	0,518	0,404	Valid
15	0,510	0,404	Valid
16	0,654	0,404	Valid
17	0,347	0,404	Invalid
18	0,613	0,404	Valid
19	0,509	0,404	Valid
20	0,599	0,404	Valid

⁶¹ See Appendix 5 and 6

Table 3.3

Recapitulation of Students' Motivation Instrument Validity

No. item	r_{xy}	$r_t(\text{table})$	Valid/invalid
1	0,334	0,404	Invalid
2	0,667	0,404	Valid
3	0,560	0,404	Valid
4	0,447	0,404	Valid
5	0,423	0,404	Valid
6	0,603	0,404	Valid
7	0,449	0,404	Valid
8	0,492	0,404	Valid
9	0,591	0,404	Valid
10	∞	0,404	Invalid
11	0,736	0,404	Valid
12	0,761	0,404	Valid
13	0,587	0,404	Valid
14	-0,118	0,404	Invalid
15	0,692	0,404	Valid
16	0,734	0,404	Valid
17	0,573	0,404	Valid
18	0,179	0,404	Invalid
19	0,256	0,404	Invalid
20	0,607	0,404	Valid
21	0,434	0,404	Valid
22	0,506	0,404	Valid
23	0,676	0,404	Valid
24	0,547	0,404	Valid
25	0,734	0,404	Valid

On socio-emotional classroom climate validity test result, 4 items of 20 items tested is declared invalid, while the valid are 16 items. On motivation validity test result, 20 items tested is declared valid and 5 items are invalid. The valid item of both questionnaires is used to collect the data in this research.

2. Reliability

According to Arikunto, reliability make reference to a definition that an instrument is trusted enough as instrument of data collection because the instrument is good. The trusted instrument or reliable will

result the trusted data. Reliability makes reference to reliance level of thing. Reliable means can be trusted, so it can be relied on.⁶²

Technique that is used to analyze the reliability for socio-emotional classroom climate and students' motivation instrument is Alpha. Steps to count reliability using Alpha method are as follow⁶³:

Step 1 : Counting score variants of each item using formula:

$$S_i = \frac{\sum X_i^2 - \frac{(\sum X_i)^2}{N}}{N}$$

Where :

S_i = Varian score of each item

$\sum X_i^2$ = total of item X or Y squared

$\sum X_i$ = total of item X or Y

N = total of respondent

Step 2 : Summing up Varian score of all items ($\sum S_t$)

Step 3 : Counting Varian total using formula:

$$S_t = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

Where:

S_t = Varian total

$\sum X_t^2$ = total score of X or Y squared

$\sum X_t$ = total score of X or Y

⁶² Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002), 178.

⁶³ Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2012), 115.

N = total of respondent

Step 4 : Counting the reliability using Alpha Formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_t}{S_t} \right)$$

Where:

k = total of item

$\sum S_t$ = sum of each item Varian

S_t = Varian total

a) Reliability for socio-emotional classroom climate instrument

The reliability score of socio-emotional classroom climate using Alpha formula is 0,874. Then it is consulted to r table with $dk = N - 1 = 24 - 1 = 23$ and significance level 5%, the result is $r_t = 0,413$. Because $r_{11} = 0,874 > r_t = 0,413$ so the instrument is reliable.⁶⁴

b) Reliability for students' motivation instrument

The reliability score of students' motivation instrument using Alpha formula is 0,884. Then it is consulted to r table with $dk = N - 1 = 24 - 1 = 23$ and significance level 5%, the result is $r_t = 0,413$. Because $r_{11} = 0,884 > r_t = 0,413$ so the instrument is reliable.⁶⁵

⁶⁴ See Appendix 7

⁶⁵ See Appendix 8

D. Technique of Data Collection

1. Questionnaires

The researcher takes questionnaire as technique of data collection. Sekaran states that questionnaire is pre formulated written set of questions to which respondents record their answer, usually within rather closely alternatives.⁶⁶ Questionnaires contains of questions or statements that should be answered or responded by respondent.⁶⁷

Questionnaire can be divided into two types: close form and open form. Open form questionnaire is questionnaires which give opportunities to the respondents to answer the questions based on their perception. While close form is questionnaire have option that can be chosen by respondent. In this research the researcher use close form questionnaire to get the data about socio-emotional classroom climate and students motivation in learning English of seventh grade at SMPN 1 Sambit.

2. Documentation

Documentation is indirect technique of data collection which purposed to research subject, but through document. Document is written note which contains written statement arranged by someone or institution to examine phenomenon and it is used as data source, proof, natural

⁶⁶ Bambang Prasetyo dan Lina Miftahul Jannah, *Metode Penelitian Kuantitatif* (Jakarta: RajaGrafindo Persada, 2011), 143.

⁶⁷ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya), 219.

information that is difficult to be found, and open the opportunity to enrich knowledge toward something investigated.⁶⁸

This technique is used to get data about historical background of the school, vision, mission, goal, organization structure, teacher and students' condition, and school facilities.

E. Technique of Data Analysis

Data analysis is one of the important steps in a research activity. Technique of data analysis is step to answer the statement of problem in the research. It is purposed to get the conclusion of the research result. There are two techniques for the data analysis.

1. Classifying the data into three criterions, that are up rank (good), middle rank (enough), and bottom rank (low)

The first step is determining Mean and Deviation Standard of each Variable (X and Y).

The formula of Mean⁶⁹:

$$M_x = \frac{\sum fx}{N} \qquad M_y = \frac{\sum fy}{N}$$

Where:

M_x, M_y = Mean.

$\sum fx, \sum fy$ = total of multiplication of frequency and variable

N = total of data

⁶⁸ Mahmud, Metode Penelitian Pendidikan (Bandung: Pustaka Setia, 2011), 183.

⁶⁹ Retno, Statistika Edisi Revisi (Yogyakarta: Pustaka Felicha, 2013), 51.

The formula of Deviation Standard:⁷⁰

$$SDx = \sqrt{\frac{\sum f(x')^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \quad SDy = \sqrt{\frac{\sum f(y')^2}{N} - \left[\frac{\sum fy'}{N}\right]^2}$$

SDx, SDy = Deviation Standard

$\sum fx$, $\sum fy$ = total of multiplication of frequency and deviation

n = total of data

After get the data of mean and deviation standard, the researcher categorizes the data using formula; $Mx+1.SD$ is categorized as good, $Mx-1.SD$ is categorized as low, and $Mx-1.SD$ up to $Mx+1.SD$ is categorized as medium.

Next step, the researcher percentages the result using formula as:

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

P = percentage

Fi = frequency

N = Number of Cases

2. For answering the third statement of the problem, the researcher uses Product Moment.

The formula of Product Moment, as follow:⁷¹

$$r_{xy} = \frac{\sum fx'y' - Cx'Cy'}{SDx'SDy'}$$

Where:

r_{xy} = index of Product Moment.

$\sum fx'y'$ = sum of cross multiplication between f, x' and y'.

⁷⁰ Ibid, 94.

⁷¹ Ibid, 116.

Cx' = correction score of X variable, $Cx' = \frac{\sum fx'}{n}$.

Cy' = correction score of Y variable, $Cy' = \frac{\sum fy'}{n}$.

SDx = deviation standard of X score

SDy' = deviation standard of Y score

N = number of cases

After get the result of coefficient correlation, the researcher give interpretation by:

- a. Determining the significant standard and comparing r_{xy} with the table of product moment.
- b. Making conclusion. Determining the correlation criteria by applying the indexes of correlation, as suggested by Hadi in Arikunto as follow⁷²:

Table 3.4
The indexes of correlation

r_{xy}	Interpretation
0,8-1,0	High Correlation
0,6-0,8	Sufficient Correlation
0,4-0,6	Fair Correlation
0,2-0,4	Low Correlation
0,0-0,2	Very Low Correlation

⁷² Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002), 245.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Historical Background of SMPN 1 Sambit Ponorogo

Formerly, SMPN 1 Sambit is named Technology School (ST) filial ST Negeri 2 Ponorogo before becoming SMPN 1 Sambit in 1968. It takes place in Tamansari, Sambit Ponorogo. In April 01 1979 ST Negeri 2 Ponorogo integrated to SMPN 4 Ponorogo. After pass through the process October 09 1982 SMPN 4 Ponorogo changed to SMPN 1 Sambit based on SK Pendirian Number: 0299/0/1982 in October 09 1982. On 1991 school's address moved to Campursari, Sambit Ponorogo.

2. Profile of SMPN 1 Sambit Ponorogo

School	: SMP NEGERI 1 KEC.SAMBIT
Address	: Pajajaran Street No. 11 Campursari Village
District/ Sub-Province/ City	: Sambit
Phone/ Fax	: (0352) 311211
Institution (for private sector)	: -
Institution's address & phone	: -
NSS/ NSM/ NDS	: 201051104001
Level of Accreditation	: A
Established	: 1982

Operate on	:	1982
Ownership of land/ building	:	Property of the government
Land Status	:	Right of Property
Wide of Land	:	14.305 m ²
Ownership of far class land	:	-
Land Status	:	-
Wide of Land	:	-
Status of property owned building	:	School
Width	:	2183 m ²

3. Vision and Mission of SMPN 1 Sambit Ponorogo

a. The Vision of SMPN 1 Sambit

Smart, skilful, and competitive based on Science and Technology and also good meet

b. The Mission of SMPN 1 Sambit

- 1) Developing diversified KTSP oriented on improvement of students service according to potency, growth, need and students' interest and also environment demand.
- 2) Optimalizing learning process using nonconventional approach such as CTL, PAKEM (active, creative, effective, and fun learning)
- 3) Improving National Examination's GSA (Gain Sore Achievement)

- 4) Improving human resources (SDM) such as teachers and educational personnel
- 5) Doing development of education facilities (technology)
- 6) Doing development of education management
- 7) Doing development of stakeholder participation to school
- 8) Doing development of learning media
- 9) Doing development of assessment process and strategy
- 10) Improving carry and practice of religion

c. The Goal of SMPN 1 Sambit

- 1) Improving KTSP completed with syllabus on each subject, Lesson Plan, Students task, and assessment system
- 2) Realizing learning practice using Contextual Teaching and Learning approach (CTL), active, creative, effective, and fun (PAKEM)
- 3) Improving academic achievement with NUN score according to Minimal pass standard
- 4) Realizing the performance of teachers and educational personnel with determined qualification.
- 5) Improving the domination of basic technology
- 6) Improving the performance of standard school management with management based school
- 7) Realizing the participation of stake holder in the school
- 8) Developing multimedia and multi strategies learning

- 9) Developing assessment system for all subject according to national standard
- 10) Make students carrying out of religion and practice it through pray together, reading and writing the holy Qur'an, and the other religious activities.

4. Teacher and Students Condition

There are 418 students of SMPN 1 Sambit in academic year 2014/2015. It is divided into three grades; seventh grade, eighth grade and ninth grade. The total number of seventh grade student is 141, the eighth grade students are 129, and the ninth grade students are 148.

The teachers of this school are 37 teachers. They are 25 teachers (Civil Public Servant), 4 staffs (Civil Public Servant), and 8 staffs (Non Civil Public Servant). That is the condition of students and teachers at SMPN 1 Sambit in academic year 2014/2015.

5. School Facilities

School facilities are important component that determine the successful of teaching and learning process. The adequate facilities will make teaching and learning process go fluently so that the expected result can be reached.

Facilities of SMPN 1 Sambit are Headmaster's room, office, teacher's room, library, science laboratory, language laboratory, auditorium, artistry room, skill room, and School Healthy Unit room.

6. Organizational Structure of SMPN 1 Sambit Ponorogo

School organization of SMPN 1 Sambit Ponorogo contains of Headmaster, Administrator, Vice of Curriculum, Vice of Students, Librarian, Public Relation, Storage Environment, Computer Laboratory, Science Laboratory, Media Technician, Teachers, Counsellor, and Class of Guardian.

B. Data Description

Population of this research is the seventh grade students of SMPN 1 Sambit in academic year 2014/2015. The researcher took 56 students as sample. There are 5 classrooms of seventh grade, so the researcher took 40% students from each class. The data description both variables are gotten from questionnaire score.

1. Socio-emotional Classroom Climate

The table below showed the score of socio-emotional classroom climate of seventh grade students in SMPN 1 Sambit. It is gotten from questionnaire answer that is spread to the students. The score of socio-emotional classroom climate questionnaires can be summarized as follow⁷³:

Table 4.1

The Score of Socio-Emotional Classroom Climate Questionnaires of Seventh Grade Students of SMPN 1 Sambit

No.	Score of Students' Socio-emotional Classroom Climate Questionnaires	Frequency
1	72	3
2	71	3

⁷³ See Appendix 9

3	70	3
4	69	3
5	68	1
6	67	1
7	66	2
8	65	3
9	64	3
10	63	3
11	62	4
12	61	2
13	60	1
14	59	3
15	58	5
16	56	2
17	54	2
18	53	2
19	52	1
20	50	1
21	49	3
22	47	3
23	44	1
24	41	1

2. Students' Motivation in Learning English

This is data description of seventh grade students' motivation in learning English at SMPN 1 Sambit. It is gotten from questionnaire score as the socio-emotional classroom climate. The summary of students' motivation questionnaire score can be shown on the table below⁷⁴:

Table 4.2

The Score of Students' Motivation in Learning English Questionnaires of Seventh Grade Students of SMPN 1 Sambit

No.	Score of Students' Motivation Questionnaires	Frequency
1	88	2

⁷⁴ See Appendix 10

2	87	1
3	86	2
4	83	1
5	82	6
6	81	1
7	80	2
8	79	4
9	78	2
10	77	2
11	76	4
12	75	1
13	74	1
14	73	2
15	72	2
16	71	5
17	70	2
18	69	1
19	68	2
20	67	3
21	65	1
22	64	1
23	63	3
24	62	1
25	61	1
26	60	1
27	59	1
28	56	1

C. Data Analysis

In this part, the researcher will describe the mean and deviation standard of socio-emotional classroom climate and students motivation in learning English and the correlation between socio-emotional classroom climate and students motivation in learning English of seventh grade at SMPN 1 Sambit Ponorogo in academic year 2014/2015.

Before the researcher analyzes the data, thing that important to do is pay attention to the data. Technique of interval data analysis choice is determined by many factors, one of them is data spread. Data spread means how the data spread between the highest and the lowest score. If the data spread is normal, so the researcher may use parametric statistic technique.

Therefore, normality test is needed to know whether the data is normal or not. In this research, the researcher uses Kolmogorov-Sminorv formula to do normality test. For the detail explanation, look at the calculation below:

Step 1 : Giving hypothesis

Ho : Data has normal distribution

Ha : Data has not normal distribution

Step 2 : Counting Mean and Deviation Standard

Tabel 4.3

The Calculation of Mean and Deviation Standard of Socio-emotional Classroom Climate

X	f	fX	X²	fX²
72	3	216	5184	15552
71	3	213	5041	15123
70	3	210	4900	14700
69	3	207	4761	14283
68	1	68	4624	4624
67	1	67	4489	4489
66	2	132	4356	8712
65	3	195	4225	12675
64	3	192	4096	12288
63	3	189	3969	11907
62	4	248	3844	15376
61	2	122	3721	7442
60	1	60	3600	3600

59	3	177	3481	10443
58	5	290	3364	16820
56	2	112	3136	6272
54	2	108	2916	5832
53	2	106	2809	5618
52	1	52	2704	2704
50	1	50	2500	2500
49	3	147	2401	7203
47	3	141	2209	6627
44	1	44	1936	1936
41	1	41	1681	1681
Total	56	3387		208407

$$M_x = \frac{(Fx')}{n} = \frac{3387}{56} = 60,5$$

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum fx^2}{N} - \left[\frac{\sum fx}{N}\right]^2} \\
 &= \sqrt{\frac{208407}{56} - \left[\frac{3387}{56}\right]^2} \\
 &= \sqrt{3721,55 - (60,5)^2} \\
 &= \sqrt{3721,55 - 3660,25} \\
 &= \sqrt{61,3} = 7,8294
 \end{aligned}$$

Table 4.4

The data analysis of Mean and Deviation Standard of Students' Motivation in Learning English

Y	F	fY	Y ²	fY ²
88	2	176	7744	15488
87	1	87	7569	7569
86	2	172	7396	14792
83	1	83	6889	6889
82	6	492	6724	40344
81	1	81	6561	6561
80	2	160	6400	12800
79	4	316	6241	24964
78	2	156	6084	12168

77	2	154	5929	11858
76	4	304	5776	23104
75	1	75	5625	5625
74	1	74	5476	5476
73	2	146	5329	10658
72	2	144	5184	10368
71	5	355	5041	25205
70	2	140	4900	9800
69	1	69	4761	4761
68	2	136	4624	9248
67	3	201	4489	13467
65	1	65	4225	4225
64	1	64	4096	4096
63	3	189	3969	11907
62	1	62	3844	3844
61	1	61	3721	3721
60	1	60	3600	3600
59	1	59	3481	3481
56	1	56	3136	3136
Total	56	4137		309155

$$My = \frac{\sum fy}{N} = \frac{4137}{56} = 73,9$$

$$\begin{aligned}
 SDy &= \sqrt{\frac{\sum fy^2}{N} - \left[\frac{\sum fy}{N}\right]^2} \\
 &= \sqrt{\frac{309155}{56} - \left[\frac{4137}{56}\right]^2} \\
 &= \sqrt{5520,625 - (73,9)^2} \\
 &= \sqrt{5520,625 - 5461,21} \\
 &= \sqrt{59.42} \\
 &= 7,71
 \end{aligned}$$

Step 3 : Counting fkb score

Step 4 : Counting each frequency divided total of data (f/n)

Step 5 : Counting each fkb divided total of data (fkb/n)

Step 6 : Counting Z score, using formula X is data of real score

and μ is Mean while σ deviation standard. Z score will be counted each score after it is arranged from the smallest to the largest.

$$Z = \frac{X - \mu}{\sigma} = \frac{X - 60,5}{7,8294}$$

$$Z = \frac{Y - \mu}{\sigma} = \frac{Y - 73,9}{7,71}$$

Step 7 : Counting $P \leq Z$

Probability under Z score can be found in Z table, which is by looking at Z score at first column. For the negative score see the “wide of outside Z” column. While the positive score see the wide between Mean and $Z + 0,5$.

Step 8 : a_2 score is difference of f_{kb}/n and $P \leq Z$

Step 9 : a_1 score is difference of f/n and a_2

Step 10 : The result of hypothesis test can be seen on table below:

Table 4.5
Normality Test Result using Kolmogorov-Sminorv

Variable	N	Criteria Of Ho Examination		Boldness
		a_{1maks}	D_{table}	
Socio-emotional classroom climate	56	0,0931	0,182	Data has normal distribution
Students' Motivation in learning English	56	0,0855	0,182	Data has normal distribution

From the table above, we can know the score of a_{1maks} of X and Y variable. Then, the score is consulted to D_{table} (Kolmogorove-Smirnov table) with $n > 35$ and significance level 5%, the result is $D_{table} = 0,182$. Because the a_{1maks} score of X and Y variable $< D_{table}$, so it can be concluded that the data distribution of X and Y variable is normal. The detail normality calculation of

socio-emotional classroom climate and students' motivation data using Kolmogorov-Smirnov can be seen on Appendix 11.

1. Socio-emotional Classroom Climate of the Seventh Grade Students' at SMPN 1 Sambit Ponorogo

To know the data about socio-emotional classroom climate, the researcher use questionnaires that is spread to 56 respondents. The questionnaires consist of 16 questions. Then, the researcher counts Mean and Standard Deviation from the students' questionnaires answer. Here is the table of counting Mean and standard deviation.

Table 4.6

The data analysis of Mean and Deviation Standard of Socio-emotional Classroom Climate

No.	X	F	fk _b	x'	fx'	x' ²	fx' ²
1	72	3	56	10	30	100	300
2	71	3	53	9	27	81	243
3	70	3	50	8	24	64	192
4	69	3	47	7	21	49	147
5	68	1	44	6	6	36	36
6	67	1	43	5	5	25	25
7	66	2	42	4	8	16	32
8	65	3	40	3	9	9	27
9	64	3	37	2	6	4	12
10	63	3	34	1	3	1	3
11	62	4	31	0	0	0	0
12	61	2	27	-1	-2	1	2
13	60	1	25	-2	-2	4	4
14	59	3	24	-3	-9	9	27
15	58	5	21	-4	-20	16	80
16	56	2	16	-5	-10	25	50
17	54	2	14	-6	-12	36	72
18	53	2	12	-7	-14	49	98
19	52	1	10	-8	-8	64	64
20	50	1	9	-9	-9	81	81

21	49	3	8	-10	-30	100	300
22	47	3	5	-11	-33	121	363
23	44	1	2	-12	-12	144	144
24	41	1	1	-13	-13	169	169
Total		56			-35		2471

$$\begin{aligned}
 M_x &= M' + \frac{(F_{x'})}{n} \cdot i \\
 &= 62 + \frac{(-35)}{56} \cdot 1 \\
 &= 62 + (-0,625 \cdot 1) \\
 &= 61,375
 \end{aligned}$$

After determining M_x , then the researcher determines SD_x . It was conducted to know how much the deviation standard of socio-emotional classroom climate score. The calculation could be explained clearly as the formula below:

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum f(x')^2}{N} - \left[\frac{\sum fx'}{N} \right]^2} \\
 SD_x &= \sqrt{\frac{2471}{56} - \left[\frac{-35}{56} \right]^2} \\
 &= \sqrt{44,125 - 0,39063} \\
 &= \sqrt{43,73437} \\
 &= 6,61396655174 \\
 &= 7 \text{ (Rounded up)}
 \end{aligned}$$

After determining M_x and SD_x , the researcher determined top and bottom limit of socio-emotional classroom climate score. This was conducted to help in categorizing level of the socio-emotional classroom climate.

Top limit of socio-emotional classroom climate score

$$\begin{aligned} Mx + 1.SD_x &= 61,375 + 1.7 \\ &= 61,375 + 7 \\ &= 68,375 \\ &= 68 \text{ (rounded up)} \end{aligned}$$

Bottom limit of socio-emotional classroom climate score

$$\begin{aligned} Mx - 1.SD_x &= 61,375 - 1.7 \\ &= 61,375 - 7 \\ &= 54,375 \\ &= 54 \text{ (rounded up)} \end{aligned}$$

So the categories of socio-emotional classroom climate score are:

- a. Good, if it is more than the top score limit (score > 68)
- b. Medium, if it is between the bottom and top score limit (score 54-67)
- c. Less, if it is less than the bottom score limit (score < 54)

From the explanation above, the analysis of the socio-emotional classroom climate of seventh grade at SMPN 1 Sambit in academic year 2014/2015 could be seen clearly as the table below⁷⁵:

Table 4.7

The socio emotional classroom climate analysis of seventh grade at SMPN 1 Sambit

Interval	F	Category	Percents
68 – 72	13	Good	23,21%
54 - 67	31	Medium	55,46%
41 - 53	12	Less	21,43%

⁷⁵ See Appendix 9

2. Students' Motivation in Learning English of the Seventh Grade at SMPN 1 Sambit Ponorogo

To know the data about students' motivation in learning English, the researcher use questionnaires that is spread to 56 respondents. The questionnaires consist of 20 questions. Then, the researcher counts Mean and Standard Deviation from the students' questionnaires answer. Here is the table of counting Mean and standard deviation.

Table 4.8

The data analysis of Mean and Deviation Standard of Students' Motivation in Learning English

No.	Y	F	Fkb	y'	Fy'	y' ²	Fy' ²
1	88	2	56	12	24	144	288
2	87	1	54	11	11	121	121
3	86	2	53	10	20	100	200
4	83	1	51	9	9	81	81
5	82	6	50	8	48	64	384
6	81	1	44	7	7	49	49
7	80	2	43	6	12	36	72
8	79	4	41	5	20	25	100
9	78	2	37	4	8	16	32
10	77	2	35	3	6	9	18
11	76	4	33	2	8	4	16
12	75	1	29	1	1	1	1
13	74	1	28	0	0	0	0
14	73	2	27	-1	-2	1	2
15	72	2	25	-2	-4	4	8
16	71	5	23	-3	-15	9	45
17	70	2	18	-4	-8	16	32
18	69	1	16	-5	-5	25	25
19	68	2	15	-6	-12	36	72
20	67	3	13	-7	-21	49	147
21	65	1	10	-8	-8	64	64
22	64	1	9	-9	-9	81	81
23	63	3	8	-10	-30	100	300
24	62	1	5	-11	-11	121	121

25	61	1	4	-12	-12	144	144
26	60	1	3	-13	-13	169	169
27	59	1	2	-14	-14	196	196
28	56	1	1	-15	-15	225	225
	Total	56			-5		2993

$$\begin{aligned}
 M_y &= M' + \frac{(Fy')}{n} \cdot i \\
 &= 74 + \frac{(-5)}{56} \cdot 1 \\
 &= 74 + (-0,0893 \cdot 1) \\
 &= 73,911
 \end{aligned}$$

After determining M_y , then the researcher determines SD_y . It was conducted to know how much the deviation standard of students' motivation in learning English score. The counting could be explained clearly as the formula below:

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum f(x')^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\
 &= \sqrt{\frac{2993}{56} - \left[\frac{-5}{56}\right]^2} \\
 &= \sqrt{53,4464 - (-0.00797)} \\
 &= \sqrt{53,4544} \\
 &= 7,3113 \\
 &= 7 \text{ (Rounded up)}
 \end{aligned}$$

After determining M_y and SD_y , the researcher determined top and bottom limit of students' motivation in learning English score. This was conducted to help in categorizing level of the students' motivation in learning English.

Top limit of students' motivation in learning English score

$$\begin{aligned} My + 1.SD_y &= 73,911 + 1.7 \\ &= 73,911 + 7 \\ &= 80,911 = 81 \text{ (rounded up)} \end{aligned}$$

Bottom limit of students' motivation in learning English score

$$\begin{aligned} My - 1.SD_y &= 73,911 - 1.7 \\ &= 73,911 - 7 \\ &= 66,911 = 67 \text{ (rounded up)} \end{aligned}$$

So the categories of students' motivation in learning English score are:

- a. High, if it is more than the top score limit (score > 81)
- b. Medium, if it is between the bottom and top score limit (score 67-80)
- c. Low, if it is less than the bottom score limit (score < 67)

From the explanation above, the analysis of the students' motivation in learning English of seventh grade at SMPN 1 Sambit in academic year 2014/2015 could be seen clearly as the table below⁷⁶:

Table 4.9

The Students' Motivation in Learning English analysis of seventh grade at SMPN 1 Sambit

Interval	F	Category	Percents
81 – 88	13	High	23,21%
67 – 80	33	Medium	58,93%
56 – 66	10	Low	17,86%

⁷⁶ See Appendix 10

3. The Correlation between Socio-emotional Classroom Climate and Students' Motivation in Learning English of the Seventh Grade Students' at SMPN 1 Sambit Ponorogo

To know whether there is a correlation between socio-emotional classroom climate and students' motivation in learning English or not, the researcher use Product Moment Correlation formula. The steps of Product Moment Correlation as follows:

Step 1 : Determining Hypothesis

Ho: $r_{xy} = 0$ (There is no significant correlation between socio-emotional classroom climate and students' motivation in learning English for the seventh grade of SMPN 1 Sambit in academic year 2014/2015)

Ha : $r_{xy} \neq 0$ (There is a significant correlation between socio-emotional classroom climate and students' motivation in learning English for the seventh grade of SMPN 1 Sambit in academic year 2014/2015)

Step 2 : Preparing the calculation table, the top side for X variable with the smallest interval on the left side.

For variable X:

To determine k using formula:

$$\begin{aligned}
 k &= 1 + 3,322 \log n, n=56 \\
 &= 1 + 3,322 \log 56 \\
 &= 1 + 3,322 \times 1,748188 \\
 &= 1 + 5,807481 \\
 &= 6,807481 = 7 \text{ (rounded up)}
 \end{aligned}$$

To know the interval, count R score:

$$H = 72, L=41,$$

$$R=H-L+1=72-41+1=32$$

$$i = \frac{R}{k} = \frac{32}{7} = 4,57=5$$

For variable Y:

Because the total data of Y variable is same with X variable, so the score of k and i is also same. K=7 i=5

Step 3 : Each score of X and Y variable is coupled and written on the crossed cell couple by couple using rib. Then it is changed into number. After that, sum the frequency (f) of X variable and Y.

Step 4 : Insert x' (+5,+4, ..., -3,-4) and y' (+4,+3....-3,-2,-1)

Step 5 : Counting fx', fy', x'^2, y'^2 and $fx'y'$

Step 6 : Counting Cx' and Cy'

$$C_{X'} = \frac{\sum fx'}{n} = \frac{29}{56} = 0,518$$

$$Cy' = \frac{\sum fy'}{n} = \frac{14}{56} = 0,25$$

Step 7 : Counting Deviation Standard of X and Y variable:

$$\begin{aligned} SDx &= i \sqrt{\frac{\sum f(x')^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\ &= 1 \sqrt{\frac{159}{56} - [0,52]^2} \\ &= 1 \sqrt{2,8393 - 0,2704} \\ &= \sqrt{2,5689} = 1,603 \end{aligned}$$

$$\begin{aligned} SDy &= \sqrt{\frac{\sum f(y')^2}{N} - \left[\frac{\sum fy'}{N}\right]^2} \\ &= 1 \sqrt{\frac{139}{56} - [0,25]^2} \\ &= 1 \sqrt{2,4821 - 0,0625} \\ &= \sqrt{2,4196} = 1,555 \end{aligned}$$

Step 8 : Counting Product Moment correlation coefficient (r_{xy})

$$r_{xy} = \frac{\sum fx'y' - Cx'Cy'}{SDx'SDy'}$$

$$r_{xy} = \frac{\frac{96}{56} - 0,52 \cdot 0,25}{1,603 \cdot 1,555}$$

$$r_{xy} = \frac{1,71428 - 0,13}{2,492665}$$

$$r_{xy} = \frac{1,58428}{2,492665}$$

$$r_{xy} = 0,636$$

D. Interpretation and Discussion

Based on the analyzing of the data above, the interpretation are:

1. From the calculation above, it could be seen that the socio-emotional classroom climate of seventh grade students at SMPN 1 Sambit in academic year 2014/2015 was very variety. There were 23,21% or 13 students got good category with score between 68-72, 55,46% or 31 students got medium category with score between 54-67, and 21,43% or 12 students got less category with score between 41-53. So that it could be concluded that the socio-emotional classroom climate of seventh grade at SMPN 1 Sambit in academic year 2014/2015 categorized as good enough.
2. From the calculation above, it could be seen that the students' motivation in learning English of seventh grade at SMPN 1 Sambit in academic year 2014/2015 was very variety. There were 23,21% or 13 students got high category with score between 81-88, 58,93% or 33 students got medium category with score between 67-80, and 17,86% or 10 students got low category with score between 56-66. So that it could be concluded that the students' motivation in learning English of seventh grade at SMPN 1 Sambit in academic year 2014/2015 categorized as medium.
3. The Product Moment coefficient correlation between socio-emotional classroom climate and students' motivation in learning English is 0,636. Then, the score is consulted to r_{table} (Product Moment table) with $n= 56$

($db=n-2=56-2=54$) and significance level 5%, the result is $r_{table} = 0,266$.

Because the $r_{xy} > r_{table}$, so H_0 is rejected/ H_a is accepted.

From the r_{xy} calculation above, the socio-emotional classroom climate and students' motivation has sufficient correlation. So, it can be concluded that the pros and cons of socio-emotional classroom climate correlate with students' motivation in learning English. Student who studies in classroom which has bad socio-emotional climate will have less motivation automatically. In summary, there is a significant correlation between socio-emotional classroom climate and students' motivation in learning English at the seventh grade of SMPN 1 Sambit in academic year 2014/2015.

CHAPTER V

CLOSING

A. Conclusion

From the data description explanation in this research, it can be concluded that:

1. The socio-emotional classroom climate of seventh grade at SMPN 1 Sambit in academic year 2014/2015 is categorized as medium. It can be proved from the result of research which shows the highest frequency is on medium category that is 31 students or 55,46% with score among 54-67.
2. The students' motivation in learning English at the seventh grade at SMPN 1 Sambit in academic year 2014/2015 is categorized as medium. It can be proved from the result of research which show the highest frequency is on medium category that is 33 students or 58,93% with score between 67-80
3. There is significant correlation between socio-emotional classroom climate and students' motivation in learning English at the seventh grade at SMPN 1 Sambit in academic year 2014/2015 with $r_{xy}=0,636$. Then, the score is consulted to r_{table} (Product Moment table) with $n= 56$ ($db=n-2=56-2=54$) and significance level 5%, the result is $r_{table} = 0,266$. Because the r_{xy} score $> r_{table}$, so H_0 is rejected/ H_a is accepted.

B. Recommendation

Based on the result of the study, the writer purpose some suggestions concerning the research finding as follow:

1. For the teachers.

Apart from teaching English lesson, the teacher should aware to the students' need. Teacher should give more attention to socio-emotional classroom climate. Besides, the teacher is expected to create the good relationship with their students to increase students' motivation in learning English. In addition, the teacher is hoped to create atmosphere of the classroom more conducive in order to make the teaching learning process more alive and full of fun for all students.

2. For the Students

Students are suggested to have good relationship with their classmates and the teacher. Good relationship among member of class creates good socio-emotional classroom climate. So, it can increase their interest and motivation to learn especially in learning English.

3. For the institutions

The institutions should create a good school climate too. Having good relationship among the teacher, teacher-head master, teacher-staff, staff and headmaster will encourage students to have a good relationship with others. A good school climate will increase students in learning. Besides, the counsellor teacher should pay attention to the problem among the students and give solution for the student-student problem.