

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

As a worldwide used language of almost all countries have adapted English used as a compulsory subject at school. In the meantime, a learner who studies English as a foreign language may be influenced by some factors such as aptitude, intelligence attitude and motivation of learning English and also the personal background influences learners in learning English as a second language or foreign language.

Therefore, efforts to improve the quality of education is mostly done, both in respect by improving the quality of teachers, improvement of education facilities and infrastructure and improvement of curriculum and teaching-learning process. All of these improvements will affect the learning environment that is shown by positive classroom environment. The whole is done in order to get better results.

Positive classroom environment is an environment where students feel safe, nurtured, and intellectually stimulated. Classroom environment is defined as the type of environment that is created for students by the school, teachers and peers. Even though, all components above are useless without motivation from students themselves. Gardner stated that motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to

be accomplished.<sup>1</sup> So, motivation plays big role as a key factors for students in learning English. Motivation influences learners in complex ways

In the case of motivating students to learn has become one of the major challenges for both teachers and parents. Teacher has an important role in learning. An English teacher demands to explore effective techniques, methods, and approaches in order to help students in achieving a goal of learning. Parents and students themselves also become major factors in learning English.

School based curriculum (KTSP) is applied in MA Darel Hikmah, in which four skills of English are taught integrated. In this school, English is one of the subjects that must be taught to the learners. The English teacher of this school teaching English refers to School-Based Curriculum (KTSP) by which the English teachers have wide autonomy to determine the teaching material, constructing the teaching process, teaching indicators, teaching plan and so forth.

According to School-Based Curriculum, the teaching of English emphasizes strongly upon three essential aspects, namely :

1. To develop students' communicative competence in form of spoken and written in the efforts of literal functional degree.
2. Having awareness concerning the essence and importance of English for national competitive enhancement in global community.

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<sup>1</sup> Gardner R.C, *The Social Psychology of Language 4*. (Great Briain: Edward Arnold Ltd, 1985),p.21

3. To develop the students' learning comprehension about inter relation between language and culture.

In order to accomplish students needs toward students' motivation, standard based curriculum provides learning English as one of the subjects that must be taught and learned at MA Darel Hikmah. The time allocation for teaching at this school is 40 minutes for every teaching session. The KKM for English subject at this school is 75<sup>2</sup>. Another important learning element is school environment.. This environment includes the physical environment (facilities and media) and social environment (student relationships with friends and students and teachers)<sup>3</sup>.

In MA Darel Hikmah, the school facilities and media for learning English are English laboratory, English textbooks, English cassette and many other teaching media which are suitable for teaching English. For the social environment, the students at MA Darel Hikmah have good relation with the teacher and also their friends. Ideally, students at MA Darel Hikmah should be motivated in English class. Based on the writer preliminary observation by interviewing the teacher at the school, the writer found some problem. It can be itemized into the following symptoms:

1. Some of the students were lazy to do the task assignment.
2. Some of the students in the class did not really pay attention to the teacher explanation.

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<sup>2</sup>Sylabus of MA Darel Hikmah Pekanbaru 2012/2013.unpublished

<sup>3</sup> Prof. Dr Nana syaordin, *Landasan Psikologi Proses Pendidikan*,(Bandung: Rodaskarya, 2005), p.164

3. Some of the students were not eager to follow the English activity until finish.
4. Some of the students were not active in learning English.
5. Some of the students seldom complete the notes of English lesson.
6. Some of the students seldom prepare their next material.

Based on the phenomenon above, the writer found some problem in learning process for students in the classroom. These problem influence their motivation to participate actively in English classroom. The classroom environment is the important determinant of students' learning in educational system. According to Fraser in Wei, the classroom environment is the culture that determines students' learning development<sup>4</sup>. Students learn better when they perceive the classroom environment more positively, thus the study of classroom environment has become a concern to educators, researchers, administrators of school system and parents.

Students have individual needs when learning English such as meaningful interactions with their learning environment and the increase of their motivation. From the description above, the writer wants to know the correlation between students' perception and their motivation to learn English, So the writer is interested in conducting a research entitled: "The Correlation Between Students' Perception of Classroom Environment and Motivation in Learning English of Second Year Students at MA Darel Hikmah Pekanbaru".

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<sup>4</sup>Shiao Wei and Elias, *Educational Journal of Humanities and Social Science journal*, (Malaysia: putra Malaysia university press, 2011), p.1

## **B. Definition of the Terms**

To avoid misinterpretation of the title, then the writer gives an explanation of some terms contained in the title that include:

### 1. Perception

Perception is a process of combining and organizing data of our senses (sensory) to be developed in such a way to be aware of all around.<sup>5</sup>

### 2. Classroom Environment

Classroom environment is a place where learners and teacher interact with each other and use a variety of tools and information resources in their permit of learning activities.<sup>6</sup>

### 3. Motivation

Harmer said, motivation is some kind of internal drive which push someone to do things in order to achieve something<sup>7</sup>. In this research, motivation means factors that cause students get motivation in learning English.

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the background and phenomena of the problems above, the problems of this research are identified in the following identification:

- a. How is the students' perception of classroom environment?

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<sup>5</sup> Shaleh A.R, *Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Kencana, 2008),p.110

<sup>6</sup> Nazmiye Arisoy, *Examining 8th Grade Students' Perception of Learning Environment Of Science Classrooms In Relation To Motivational Beliefs And Attitudes*. (New York: The Guilford Press, 2007), p.32

<sup>7</sup>Harmer, Jeremy, *The Practice of English Language Teaching*, (New York: Longman Inc, 1983),p.51

- b. What factors influence the students' perception of classroom environment?
- c. How is students' motivation in learning English?
- d. What factors influence the students' motivation in learning English?
- e. What makes the students not active in learning English?
- f. How is the correlation between students' perceptions of classroom environment and motivation in learning English?

## **2. The Limitation of the Problem**

Based on the identification above, it is clear that there are some problems in this research. Thus, the writer limits the students' problem on "How is a correlation between students' perceptions of classroom environment and motivation in learning English." To solve this problem, the writer correlate, the students' perception of classroom environment with their motivation in learning English.

## **3. The Formulation of the Problem**

To make the research questions of this study clear, the problems are formulated in the following research design:

- a. How is the students' perception of classroom environment of second year at MA Darel Hikmah Pekanbaru ?
- b. How is the students' motivation to learn English of second year at MA Darel Hikmah Pekanbaru ?
- c. Is there any significant correlation between students' perception of classroom environment and the students' motivation in learning English of the second year at MA Darel Hikmah Pekanbaru ?

## **D. The Objectives and the Significance of the Research**

### **1. The Objective of the Research**

The objectives of the research can be stated as follows:

- a. To find out the students' perception of classroom environment of second year at MA Darel Hikmah Pekanbaru.
- b. To find out the students' motivation in learning English of the second year at MA Darel Hikmah Pekanbaru.
- c. To find out whether there is correlation between students' perception of classroom environment and the students' motivation in learning English of the second year students at MA Darel Hikmah Pekanbaru or not.

### **2. The Significant of the Research**

- a. The research finding is to give information about the correlation between perception of classroom environment and students' motivation of the second year students at MA Darel Hikmah Pekanbaru.
- b. The research finding is to give benefit for the students of MA Darel Hikmah in learning process.