

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Perceptions of Classroom Environment

###### a. The Nature of Perception

Perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual, so that the individual can recognize himself and his surroundings<sup>1</sup>. Through perception, individuals try to rationalize the environment and objects, people and events in it.

Perception is an internal process to select, evaluate and organize stimuli from the external environment. Jalaluddin Rahmat said that “an individual perception on objects, events or relationships is obtained by inferring information and determin the message”<sup>2</sup>. The process involves the interpretation process based on the experience of an event or object.

Based on the definition above, it can be concluded that perception is a process of how a person is selecting, organizing and interpreting information inputs and the existing experiences and then interpreting them to create the whole description means. In other words, the perception is the way to change our physical energy of the environment into a meaningful experience.

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<sup>1</sup>Bimo Walgito, *PengantarPsikologi Umum*, (Yogyakarta.: Andi Offset, 2002), p.69

<sup>2</sup>Jalaluddin Rahmat, *Psikologi Komunikasi*. (Bandung: Remaja Rosdakarya, 2003), p.51

## **b. The Nature of Classroom Environment**

The classroom environment is the setting in which students' learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere, and norms and values<sup>3</sup>. Studies conducted in different regions of the world have shown that classroom climate as one of the most important predictors of students' achievement.

The classroom environment acts as a symbol to students and others regarding what teachers value in behavior and learning. If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn. To create an effective, efficient, and pleasant learning environment, it is important to establish, teach, and enforce reasonable, culturally sensitive, and developmentally appropriate classroom rules that promote your students' learning, socialization, and safety.<sup>4</sup>. Besides making rules and procedures, effectively a class manager (teacher) also showed attention to the students to make the students will feel comfortable and be treated fairly.<sup>5</sup> However, a well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to the learning.

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<sup>3</sup>Creemers and Rezig, *Creating effective teaching and learning environments Journal*, (Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1996), p.105

<sup>4</sup> Bebky, *Creating a Classroom Environment That Promotes Positive Behavior*, (Singapore: Blake Education, 2006), p.20

<sup>5</sup> Santrock, J. 2008. *Psikologi Pendiikan*. Jakarta: Prenada Media Group.p.571

### c. Students' Perception of Classroom Environment

Students' perceptions of dimensions of their classroom social environment, including affiliation, cohesion, fairness, mutual respect, and support from teachers and students, are associated consistently with adaptive motivational beliefs and achievement behaviors.<sup>6</sup> It means the way we look at situations, places, and things reflects the way we view the world and influences the conclusions and decisions we make.

According to Fraser, research conducted over the past 30 years has shown that the quality of the classroom environment is a significant determinant of student learning<sup>7</sup>. That is, students perform better and have more positive attitudes toward the subject taught when they perceive the classroom environment positively. Students' perceptions of school events, the nature of teachers' expectations, and the patterns of interaction between students and teachers have an impact on their academic attitudes and behaviors. Thus, in order to stimulate and optimise student learning and the environment in which they learn, knowledge of students' perceptions of this environment and the factors that influence these perceptions is crucial for both teachers and educational researchers.

According to Fraser research on students' perceptions of their classroom environment should focus on several goals:<sup>8</sup>

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<sup>6</sup>Muhibbinsyah, *Psikologi Pendidikan*, (Bandung: PT. Remaja Rodaskarya, 2010), p.135

<sup>7</sup> Fraser & Tobin, *International Handbook of Science Education*, (Dordrecht: Kluwer Academic Publishers, 1998), p.527

<sup>8</sup> *Ibid*

Establishing associations between student outcomes and perceptions of the classroom environment

- 1) Investigating differences between and within teacher and student perceptions.
- 2) Investigating if students perform better in their preferred classroom environment than in other environments.
- 3) Studying the effects of student characteristics on classroom environments and of classroom environments on curriculum development.

#### **d. Factors Affecting Students' Perception of Classroom Environment**

According to walgito, there are several factors that affect perception<sup>9</sup>, namely:

- 1) Performers Perception.

The interpretation of an individual to an object will be heavily influenced by personal characteristics, such as attitudes, motives, interests or interests, past experiences, and expectations. Needs or motives stimulate individuals who will not be satisfied and have a strong influence on their perception. Examples such as a builder will pay more attention to perfection if people than a cook, a man preoccupied with personal problems can be hard to devote attention to other people, etc., shows that influenced by interest. Similar to interest to pay attention to new things, and perception of those traits regardless of their actual.

- 2) Targets or objects of perception.

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<sup>9</sup>Bimo walgito, Op.Cit, p.101

Movement, sound, size, and other attributes of the target will shape the way we view it. For example, an image can be viewed from different perspectives by different people. In addition, adjacent objects will be perceived together anyway. Examples are accident twice in ice-skating rink in a week can make a perceive ice skating as a sport is dangerous. Another example is the tribe or the same sex, likely perceived to have the same or similar characteristics.

### 3) Situation.

The situation also affects the perception of us. For example, a woman had reason might not be too 'seen' by the man when he was in the mall, but if he is in the market, it's quite possible that the men would see.

According to David Krech and Richard Crutfield in Jalaluddin Rahmat, the factors that determine the perception are divided into two, namely: functional factors and structural factors.<sup>10</sup>

#### a) Functional Factors

Functional factors are factors derived from the needs, past experience and other things which include what we refer to as personal factors. Factors that determine the perception is functional objects that meet the individual goals that do perceptions. Determining the perception is not a form or type of stimuli, but the characteristics of those who respond such stimuli.

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<sup>10</sup> Jalaludin, R. Op.Cit. p.23

b) Structural Factors.

Structural factors are factors derived solely from the physical nature of the stimulus to the nerve effects on the nervous system caused by individuals. Structural factors determine the perception of Gestalt theory if we want to understand an event can not examine the factors that separate but look at the overall relationship.

**e. The Process of Perception**

According to Bimo Walgito, the perception through a process, namely through the following phases<sup>11</sup>:

- 1) An object or raises target stimulus, the stimulus is subsequently captured by the sensory organs. This process takes place naturally, associated with the physical aspect. The process is called faulty world processes.
- 2) Stimulus an object received by the sensory organs, and then distributed to the brain through sensory nerves. Process of transferring stimulus to the brain is called a psychological process, which is normally functioning sensory organs.
- 3) Brain stimulus to further process that the individual realizes that the object is received by the senses. This process is also called a psychological process. In this case, there is a perception process in which individuals learn and recognize an object based on the instrument senses stimulus.

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<sup>11</sup>Walgito, Op.Cit, p.90

**f. The Characteristics of Classroom Environments<sup>12</sup>:**

- 1) **Involvement.** The extent to which students have attentive interest in class activities and participate in discussions..
- 2) **Affiliation.** The level of friendship students feel for one another, students are helping each other, and are enjoying working together.
- 3) **Teacher support.** The amount of help, concern, and friendship the teacher directs toward the students
- 4) **Task Orientation.** The extent to which it is important to complete activities planned and to stay on the subject matter.
- 5) **Order and Organization.** The emphasis on students' behaving in an orderly and polite manner, and on the overall organization of classroom and classroom activities.
- 6) **Rule Clarity.** The emphasis on establishing and following a clear set of rules and knowing what the consequences will be if they do not follow them.

**2. Motivation in Learnig English****a. The Nature of Motivation**

Before explaining about what motivation is, it is better to explain about motive first. According to Dennis Coon in Abdul Rahman Saleh, motive is a drive or force within the organism that activates behaviour or directs it toward a goal. To be more specific, motivation refers to the dynamics or behaviour, the process initiating, sustaining and directing

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<sup>12</sup>Shiao wei, Op.cit, p.4

activities of the organism<sup>13</sup>. Moreover, Bimo Walgito said that motive is defined as the power contained within the organism that drive to do or a driving force. It can affect the motif called motivation<sup>14</sup>.

Motivation is a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal to be accomplished<sup>15</sup>. Not only seriousness in learning English, but also high motivatin possession is more important. Motivation is probably the most frequently used catch all term for explaining the success or failure of any complex task<sup>16</sup>. So it can assume that success in any task is due simply to the fact that someone is motivated.

Based on the definitions above, motivation seems to be various definitions that have been proposed over the course of decades of research. There are three perspective of motivation:

- 1) From behaviorist perspective, motivation is seen in very matter of fact term. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement and driven by previous experiences of reward for behavior. In cognitive term, motivation place much more emphasis on the individualist decision, the choice people make as to what experience and

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<sup>13</sup> Saleh, Op. Cit, p.181

<sup>14</sup>Walgito, Op.Cit, p.240

<sup>15</sup>Gardner, *Social Psychology in Second Language Learning*, (Edward Arnold Ltd, London, Great Britain, 1985), p.11

<sup>16</sup> Brown, *Principle of language learning and teaching 4<sup>th</sup> edition*, (San Francisco : Longman, 2000), p.160



goals they will approach/avoid. Some cognitive psychologists see six needs undergirding the construct of motivation:

- a) The need for exploration, for the “other side of the mountain” for probing the unknown
- b) The need for manipulation, for operating –to use Skinner’s term- on the environment and causing change.
- c) The need for activity, for movement and exercise both physical and mental.
- d) The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas.
- e) The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction to quest for solution to problems and for self-consistent system of knowledge.
- f) Finally the need for ego enhancement, for the self to be known and to be accepted and approved of by others.

All these drives act not so much as reinforcers, as in behaviorist theory, but as innate predispositions compelling us, it is to probe the unknown, to control our environment, to be physically active, to be mentally active, to physical stimulation, to turn for answer to question to build our own self-esteem.

- 2) A constructivist view of motivation places even further emphasis on social context as well as individual personal choice. Each person is motivated

differently and will therefore act on his or her environment in ways that are unique.

There are many related literatures about motivation. According to Brown that motivation is commonly thought of as an inner drive, impulse, and emotion or desires that move one to a particular action those mean that motivation consist of various aspects, as follow:

- a) Inner drive is a pressure to do something from inside.
- b) Impulse is sudden desire to act.
- c) Emotion of excitement of the feeling
- d) Desire is a strong wish.

According to Dornyei, one of the most general and well-known distinctions in motivation theories is that of *intrinsic* versus *extrinsic* motivation.<sup>17</sup> The first type of motivation (Intrinsic Motivation) deals with behaviour performed for its own sake in order to experience pleasure and satisfaction, such as the joys of doing a particular activity or satisfying one's curiosity. Intrinsic motivation is choosing to do an activity for no compelling reason, beyond his satisfaction derived from the activity itself- it is what motivates us to do something. It can be conclude that intrinsic motivation comes from the learner himself, because the learner has the basic physique to achieve "self actualization" and conquer the challenging situation. The second (Extrinsic Motivation)

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<sup>17</sup> Zoltan Dornyei, *Teaching and Researching Motivation*, (San Francisco: Longman, 2011), p.23

involves performing a behaviour as a means to some separable end, such as receiving an extrinsic reward (e.g. good grades) or avoiding punishment. Extrinsic motivation usually given by the teachers, friends, and also parents.

## **b. Kinds of Motivation**

### 1) Intrinsic Motivation

Intrinsic motivation is the factors that comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make them selves feel better.

According to Dornyei, there are three subtypes of intrinsic motivation<sup>18</sup>. First, *Intrinsic motivation to learn/ IM-Knowledge*. The motivation engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world. Second, *towards achievement/ IM-Accomplishment*. The motivation engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something. The feeling associated with attempting to realize a goal or master task. And the third, *to experience stimulation/ IM-Simulation*. The motivation engaging in an activity to experience pleasant sensations. The motivation based on sensation stimulated by doing a task, fun and excitement.

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<sup>18</sup>*Ibid.* p.24

## 2) Extrinsic Motivation

Extrinsic motivation is caused by any number of outside factor . for example: the need to pass an exam, the hope of financial reward, or the possibility of future travel. Extrinsic factor might be included as the environmental factors. It is defined as students motivation direct or indirectly.

There are Four types of extrinsic motivation. First, *External regulation* refers to the least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats. Second, *Introjected regulation* refers involves externally imposed rules that the student accepts as norms to be followed in order not to feel guilty. Third, *Identified regulation* occurs when the person engages in an activity because he or she highly values and identifies with the behaviour, and sees its usefulness. And last, *Integrated regulation* is the most developmentally advanced form of extrinsic motivation, involving choiceful behaviour that is fully assimilated with the individual's other values, needs and identity.

In addition, Gardner stated in Root, motivation is defined as the learners orientation with regard to the goal of learning a second language. Motivation is divided into two basic types, integrative and instrumental.<sup>19</sup>

They are *Integrative orientation* is A favorable attitude toward the target

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<sup>19</sup> Root, *Motivation and Learning Strategies in a Foreign Language Setting*, (Minneapolis: University of Minnesota, 1999), p.7

language community, possibly a wish to integrate and adapt to a new target culture through use of the language. *Instrumental orientation* is more functional reason for learning the target language, such as job promotion, or a language requirement. So, they may make effort to learn second language for some functional reason to pass examination, get better job, to get a place at university.

### **c. Students' Motivation in Learning English**

Motivation plays prominent role in language learning because motivation is one of the internal factors that influence in learning. According to muhibbinsyah, there are three factors influence student in learning. They are, internal factors like; attitude, aptitude, interest and motivation. The external factors like; environment and academic background. The last factors is approach to learning related to learning like strategies and method used in learning. Then, in another word, motivation is one of the influencing factors in learning English.

Motivation in learning, especially in learning English might arise because of intrinsic and extrinsic factors. However, these factors are caused by approach that makes students are motivated to do some activities seriously. According to Hamzah, classified the motivation in learning is indicated by the process of the followings:

- 1) The interest to be successful
- 2) The motive and need to learn.
- 3) The desire of future achievement

- 4) The approximation in learning
- 5) The interesting activities in learning
- 6) The conducive environment that makes students comfortable.

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the world around students feeling and engagement with the learning process. According to Harmer, sources of motivation are<sup>20</sup>:

- 1) The Society We Live in

Outside any classroom, there are attitudes to the language learning and the English language particular. All the views of language learning will affect students' attitude to the language being studied and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation that the students bring to class and whether or not the motivation continues.

- 2) Significant Others

A part from the culture of the world around students, their attitude to language learning will be greatly affected the influence of people who are close to them. The attitude of parents and older sibling will be crucial. And the attitude of students peers is also crucial. If they are critical of the subject or activity, the students own motivation may suffer.

- 3) The Teacher

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<sup>20</sup>Harmer, Op.Cit, p. 66

Clearly a major factor in the continuance of students motivation is the teacher.

#### 4) The Method

The method is vital that both teacher and students have some confidence in the way teaching and learning. When either loses this confidence, motivation can be disasrously affected, but when both are comfortable with the method being used, success is much more likely.

#### **d. The Factors influence Students' Motivation in Learning English.**

There are internal and external factors that influence students' motivation in learning English. Based on abismara journal, there are several internal and external factors. Internal factors such as; age, gender, religion, need, interest, attitude, expectancy, self efficiency and native language proficiency. For external factors that influence students motivation are teacher, course content and atmosphere, social identity, role models, home support, and classroom environment.

According to Sardiman, some motivation factors in language learning are<sup>21</sup>:

- 1) The students confident with themselves.
- 2) The students feel satisfied when they are able to show their ideas verbally.
- 3) He teacher have good relation with the students, so that the students feel comfort among the students.

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<sup>21</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali , 1986), p.43

4) The students have time and chance to deliver their opinion freely.

Learning motivation "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". It is what gets students to engage in academic activities, keeps them trying when things get difficult, and determines how much they learn.<sup>22</sup> According to Penny: "The most successful learners are not always those who have a natural aptitude for learning, but those who possess certain characteristics, most of which are clearly associated with motivation. The characteristics of the students' motivation are:<sup>23</sup>

- 1) **Positive task orientation.** The learners are willing to tackle task and challenges and has confidence in his/her success.
- 2) **Ego-Involvement.** The learners find it important to success in learning in order to maintain and promote his/her own (positive) self image.
- 3) **Need for achievement.** The learner has a need to achieve to overcome difficulties and success in what he sets out to do.
- 4) **High Aspiration.** The learner is ambitious, goes for demanding challenges, high proficiency and top grades.
- 5) **Goal Orientation.** The learner is very aware of the goals of learning or of specific learning activities and directs his efforts toward achieving them.

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<sup>22</sup> Bomia in Jun Fan, *International Journal of Learning & Development* (Taiwan: National Pingtung Institute of Commerce, 2012), p.262

<sup>23</sup> Ur in Daskalovka et al, *Learner Motivation and Interest*, (New York: The Guilford Press, 2012), p.2



- 6) **Perseverance.** The learner consistently invests a high level of effort in learning and it is not discouraged by setbacks or apparent lack of progress.
- 7) **Tolerance of ambiguity.** The learner is not disturbed or frustrated by a situation involving a temporary lack of understanding or confusion, he can live with this patiently in the confidence that understanding will come later.

There are four-component systems as a prime example of a successful educational construct<sup>24</sup>. It draws together some of the most important lines of research in motivational psychology and synthesizes them in a way that the outcome is relevant to and accessible for classroom application. The framework has four components:

- 1) *Interest* is related to intrinsic motivation and is centered around the individual's inherent curiosity and desire to know more about himself or herself and his or her environment.
- 2) *Relevance* refers to the extent to which the student feels that the instruction is connected to important personal needs, values, or goals. At a macro level, this component coincides with instrumentality; at the level of the learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to master the second language.

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<sup>24</sup> Dornyei, Op.Cit, p.50

- 3) *Expectancy* refers to the perceived likelihood of success and is related to the learner's self-confidence and self-efficacy at a general level; at the level of the learning situation, it concerns perceived task difficulty, the amount of effort required, the amount of available assistance and guidance, the teacher's presentation of the task, and familiarity with the task type.
- 4) *Satisfaction* concerns the outcome of an activity, referring to the combination of extrinsic rewards such as praise or good marks and to intrinsic rewards such as enjoyment and pride.

## **2. The Correlation between Students' Perception of Classroom Environment and Motivation in Learning English.**

Muhibbinsyah stated that the Social school environment such as teachers, staff and classmates will affect the student learning spirit.<sup>25</sup> During school, students interact with and work along side peers and adults, and social perceptions and relationships are related to and predictive of school-related outcomes<sup>26</sup>.

The classroom environment is a significant determinant of students' learning<sup>27</sup>. Greene stated, also influential on students' motivation are the characteristics of the classroom environment including teacher support and

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<sup>25</sup> Muhibbinsyah, *Lock.Cit.*

<sup>26</sup> Helen Patrick, *Early Adolescents' Perceptions of the Classroom Social Environment, Motivational Beliefs, and Engagement.* (Minneapolis: University of Minnesota, 2007),p.1-2

<sup>27</sup> Fraser in Dorman, *A Cross-National Investigation of Students' Perceptions of Mathematics Classroom Environment and Academic Efficacy in Secondary Schools,*( London: pearson Education Limited, 1998), p.2

peer support and the teacher's interpersonal style.<sup>28</sup> That is, students perform better and have more positive attitudes toward the subject taught when they perceive the classroom environment positively. Based on some theories above it can conclude that Perceptions of classroom environment will affect the students' motivation, students who have a positive perception of the classroom environment interest to learn a lesson.

## **B. Relevant Research**

The writer found the relevant researcher that has relevancy and same design with this research. The title is “Hubungan antara persepsi lingkungan belajar dengan motivasi belajar pada mata pelajaran ekonomi di SMA 1 batu bersurat kecamatan koto Kampar kabupaten kampar<sup>29</sup>”. It was conducted by Mahdalena in 2012, she found that there was a significant correlation between students' perception of teacher profesional competence with their motivation to learn. The result of the research was 0,3. It was bigger than the score in table product moment  $0,174 < 0,3 > 0,228$ .  $H_a$  was accepted and  $h_o$  was rejected.

The second relevant research is entitled “The Relationship Between Students' Perceptions of Classroom Environment and Their Motivation in

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<sup>28</sup> Patricia and David Sullivan, *Student differences and environment perceptions: How they contribute to student motivation in rural high schools*. (United states: university of Oklahoma, 2007), p.473

<sup>29</sup> Mahdalena, *Hubungan antara persepsi lingkungan belajar dengan motivasi belajar pada mata pelajaran ekonomi di SMA 1 batu bersurat kecamatan koto Kampar kabupaten Kampar*, (Graduated Thesis.,Islamic University of Riau, 2009), p.56

Learning English Language<sup>30</sup>”. It was conducted by Prof. dr. Habibah Elias in *International Journal of Humanities and Social Science* 2011. The result of the findings showed that teacher supported and affiliation have a significant effect to students’ motivation. Findings also showed that students’ extrinsic motivation in their classrooms was high. It means that classroom environment has influence to the students motivation in language learning.

### C. Operational Concept

In order to avoid misunderstanding and misinterpreting of this research, the writer explains the two variables, students’ perception of classroom environment as independent variable (X variable), and students’ motivation in learning English as the dependent variable (Y variable).

#### 1. Students’ Perception of Classroom Environment

Students’ perception of the classroom environment are students who see and interpret the state of the environment, especially in conducting classroom of teaching and learning process in the classroom. The indicators can be seen as follow:

- a. The students have attentive interest and participate in classroom activities.
- b. The students are helping each other, enjoy working together.
- c. The students obtain the teacher’s help and support.
- d. The students feel important to complete activities planned and stay on subject matter.

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<sup>30</sup>Habibah Elias. 2011. *International Journal of Humanities and Social Science* (The Relationship Between Students’ Perceptions of Classroom Environment and Their Motivation in Learning English Language). Malaysia: University of Putra Malaysia.

- e. The students have polite manner and over all organization in the class.
- f. The students follow the rules and consequence in establishing classroom sequence.

## 2. Students Motivation in Learning English

Motivation is a state or condition in the growing passion and drive, felt happy and passion for learning activities, ensure continuity of learning activities, so that students achieve the desired goals. The indicators of students motivation are as follows:

- a. The students are willing to do the task assignment.
- b. The students are active in learning English.
- c. The students have a need to achieve and success in learning English.
- d. The students have a high aspiration and ambition in learning English.
- e. The students very aware of the goal of learning activities.
- f. The students consistently invest a high level of effort in learning.
- g. The students are not disturbed or frustrated in learning activity.

### **D. The Assumption**

1. The students' perception is varied.
2. The students' motivation is varied.
3. The better students' perception of classroom environment is, the better students' motivation in learning English will be. And the better students' motivation in learning English is, the better students' perception of classroom environment will be.

**E. The Hypothesis**

Ha: There is a significant correlation between the second year students' perceptions and students' motivation in learning English at the second year students of MA Darel Hikmah Pekanbaru.

Ho: There is no significant correlation between the second year students' perceptions and students' motivation in learning English of the second students at MA Darel Hikmah Pekanbaru.