

## CHAPTER 1

### INTRODUCTION

This chapter presents: background of the study, problem of the study, objective of the study, the significance of the study, scope and limitation of study, and definition of key terms.

#### **A. Background of the Study**

In teaching-learning process, English is important language in our world and gives benefit in some aspects that we need. Because English is English Foreign Language (EFL) for Indonesian people, so learning English is not easy. Furthermore, many students feel difficult in English. Many aspects that make them feel difficulty in learning English. The possible factors can be looked for example, the problem of learners, material, classroom climate and management classroom etc. But in here, I find the serious problem§ in teaching learning, it is classroom climate. Classroom climate is the emotional and the physical aspects of the classroom that can influence the students to study in the classroom, where classroom climate will disturb concentrating of the students in teaching-learning process and getting material. The role of classroom climate is emphasized by some researcher (Dornyei & Malderez), the research has shown that the climate of the whole school influences the motivation of both lecturers and students (Maehr & Midgley) in learning process. A similar idea, help seeking from peers is discussed by Newman, who has found that in a classroom where learning goals are emphasized, children are more ready to seek help when they face

difficulties, in order to keep engaged in an activity. Throughout the studies on classroom motivation, great emphasis is put on the role of lecturers and, more specifically, on the effects of their teaching and commu- nicative styles.<sup>1</sup> Furthermore, a lecturer must avoid it because classroom climate is bad factor for the students that also obstruct the development in teaching-learning process or the material that will be got by students in the classroom.

To make them easy understanding in English, beside have many English books, and the strategies of teaching learning, the most important in learning English is motivation. According to Beck, "The word motivation is derived from the Latin verb *movere*, which means to move. Motivation is then concerned with our movements, or actions, and what determines them".<sup>2</sup> In addition, according to Cheng and Dörnyei, motivation is an important contributing factor to success in second language (L2) learning. Furthermore, motivation can become our initial engine to generate learning and later functions as an continual driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language.

Although there is a realization that motivation can not be seen, touched, or measured directly, several schools believe that good relationship is between motivation and adult learning. As explained by Wlodkowsky, if we match between the similar ability, opportunity and conditional, the motivated person will be high than the unmotivated person in performance

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<sup>1</sup> Judit Heitzmann, "The Influence of the Classroom Climate on Students' Motivation", *Empirical studies in English applied linguistics*, (2008), 208

<sup>2</sup> Olusegun Agboola Sogunro, "Motivating Factors for Adult Learners in Higher Education", *International Journal of Higher Education*, 4(November,2015),2.

and outcome. Based on the explained that is a causal factor-something causing one to behave in a particular way and that something is motivation. In other words, the higher the level of motivation, the more learning takes place.

Beside of the motivation, there is an element which can support the students to concentrate in teaching-learning English. It is environment, environment is very important because environment can influence them to get the material in learning process in the classroom. So that, classroom environment also gives high influence. Classroom environment is something that encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to lecturer characteristics and behaviors,<sup>3</sup> or refers to the diverse physical locations, contexts, and cultures in which students learn. Without good classroom environment, the students could not concentrate in learning and have good result. Furthermore, to keep the classroom environment, the lecturer must make the great situation or make concept of learning in the classroom and can motivate the students to learn English, that is, motivating classroom environment. So that, motivating classroom environment is the environment of the classroom that motivated the students to study pleasurable in the classroom.

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<sup>3</sup>Angela Miller, "Classroom environment", *Education.com*,  
<http://www.education.com/reference/article/classroom-environment>, 18 April 2011, diakses tanggal 11 Maret 2016

Motivating classroom environment is very important for the students in teaching learning process. And according to Bronfenbrenner's *Ecological Systems Theory* contain of the layered environmental system of human development takes place and emphasizes the importance of family, lecturers, schools, and the larger sociocultural environment on the developmental process. So, there are many characteristics of the learning context can be studied from several different perspectives. According Fraser & Walberg, educational psychology focuss on a multidimensional concept describing the psychological climate of the learning context, termed the classroom environment. And motivational psychologists have taken yet by focusing on the motivational teaching practices and strategies employed in the classroom according from Pintrich & Schunk.<sup>4</sup>

Based on the previous study is Lilian Ya-hui Chang, (2014) has done the research about *Characteristics of Motivated L2 Class Group: From Language Lecturers' and Students' Perspective*, the result of the research reveals the importance of lecturer enthusiasm toward teaching, positive learning attitude in students, a strong cohesiveness group, and possitive group Norms.<sup>5</sup> Here, I will research about "*The Perspectives of EFL Students and Lecturers on Motivating Classroom Environment*", I research this study, because based on the previous study, the researcher just research about characteristics of motivated L2 in class group, or just in cooperative and they

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<sup>4</sup> Zoltan Dornyei, *Creating a Motivating Classroom Enviroment*(The univerty of Numberttingham,UK: Springer International Handbooks of Education1998), 720

<sup>5</sup> Lilian Ya-hui Chang, "Characteristics of Motivated L2 Class Groups : From Language Lecturers' and Students' Perspective", *Canadian Center of Science and Education*,7(June, 2014),159.

enable their students to feel more at ease in a cooperative learning environment, and hence more motivated to interact with other in the classroom, but I want to know the other characteristics on motivating classroom environment for the students and how perception the lecturers and the students about the most and the least characteristics of motivating classroom environment, especially in STAIN Kediri. And the reasons why I take sample in STAIN Kediri, because make me easy to research as such the sample of the study and the subjects are English Department and almost I research that the students do not enjoy in teaching-learning and also they feel difficult to get the material in teaching-learning process. Therefore, to make them interested in teaching-learning English, I want to know what are the perceptions between the lecturers and the students about motivating classroom environment and what are the characteristics that support motivating classroom environment.

Based on the background of the study above, the researcher intends to conduct a descriptive - survey research about "THE PERSPECTIVES OF EFL STUDENTS AND LECTURERS ON MOTIVATING CLASSROOM ENVIRONMENT."

## **B. Research Problem**

Based on the background of the study, the researcher states research problems, those are:

1. What are the lecturers' perceptions about the most and the least characteristics of motivating classroom environment?
2. What are the students' perceptions about the most and the least characteristics of motivating classroom environment?
3. Are there any gaps between the lecturers and the students about the characteristics of motivating classroom environment?

## **C. Objectives of the Study**

According to the research problem above, the objective of this study is:

1. To know the lecturers' perceptions about the the most and the least characteristics of motivating classroom environment
2. To know the students' perceptions about the the most and the least characteristics of motivating classroom environment
3. To deconstruct the data revealing gaps between the lecturers and the students' perceptions about the characteristics of motivating classroom environment

## **D. Significances of the Study**

The result of the study about "*The Perspectives of EFL Students and Lecturers on Motivating Classroom Environment*" is the method of teaching

learning process and make the students excited to study in the classroom. Hopefully this research can give many advantages for the lecturer, the students and the reader.

1. The lecturer

For the lecturer, the researcher hopes that the research will help the lecturer to make class become motivating classroom environment for the students, furthermore, good concept of learning will make interesting classroom and motivated the students to study.

2. The students

For the students, the researcher hopes that the research will make motivated students when learning in the classroom, where before, the students feel bored, so that with motivating classroom environment will make them keep spirit in learning and can increase the great score in the class.

3. The reader

For the reader, the researcher also hopes that the research will help the reader when he/she faces the difficulties in teaching-learning process and the reader can also develop this research to make interesting classroom for the students.

#### **E. The Scope and Limitation**

In conducting of the research, the scope and the limitation are set up of the study. The scope of the study is related to the lecturer and students

perceptions about motivating classroom environment and also kinds of characteristics of motivating classroom environment. And the limitation of the study just emphasizes on the lecturers and students perceptions about motivating classroom environment in English Department at STAIN Kediri.

#### **F. The Definition of Key Terms**

- Motivation refers to what a person will attempt, yet ability is defined as what a person can do (Pintrich & Schunk, 1996).<sup>6</sup>
- Classroom environment is something that encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to lecturer characteristics and behaviors,<sup>7</sup> or refers to the diverse physical locations, contexts, and cultures in which students learn. Therefore, motivating classroom environment is the environment or condition of the classroom that motivated the students to study pleurably in the classroom.
- Perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind.<sup>8</sup> In addition, in the

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<sup>6</sup> T Heafner, "Using technology to motivate students to learn social studies", *Contemporary Issues in Technology and Lecturer Education*,(2004), 43.

<sup>7</sup> Angela Miller, "Classroom environment", *Education.com*, <http://www.education.com/reference/article/classroom-environment>, 18 April 2011, diakses tanggal 11 Maret 2016.

<sup>8</sup> Yingxu Wang, "On the cognitive Processes of Human Perception with Emotions, Motivations, and Attitudes", *Int'l Journal of Cognitive Informatics and Natural Intelligence*,1(October, 2007),1



Dictionary of Psychology, perception is “The process of knowing objects, and objective events by means of the senses.”<sup>9</sup>

- EFL students are the subject that learn English or who are instrumentally motivated are extrinsically driven, studying English only enough to complete a required class, to acquire minimum required job skills, or to earn a degree — all external, utilitarian goals (Wu, 2006).<sup>10</sup>
- EFL lecturers are the subjects that learn English and teach the students that have the unique opportunity to improve student motivation through fostering desirable student goals, stimulating active learning, and leading dialog about the purposes of learning English.

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<sup>9</sup> J Chaplin, *Dictionary of Psychology*, (New York: Dell Publishing CO,1981),376

<sup>10</sup>Wen-chi Vivian Wu<sup>1</sup>\*, Ling Ling Yen<sup>2</sup> and Michael Marek<sup>3</sup>, “Using Online EFL Interaction to Increase Confidence, Motivation, and Ability”, *Educational Technumberlogy & Society*,(2011),118.