

CHAPTER I

INTRODUCTION

This chapter discusses the research background, identification of problem, research question, research limitation, research significance, and scope of this research.

1.1 Background Of This Research

English language will make it easier for students in the future to find a job. Based on the previous statement, English is very important for students to learn from elementary school age, but there are still many students who need help learning English. Many students in English classes have low motivation to learning English. The level of interest in English varies, even though many students openly admit that they do not like English lessons. The existence of a relatively low English score also gives a desire for students to be immediately freed from English subjects. Students are more classified as afraid in starting to learn English. Based on this, it is necessary to encourage students to motivate them to be more enthusiastic about learning.

Students who can be motivated to learn will be able to increase perseverance, effort, and pleasure compared to students with relatively low learning motivation (Ryan & Deci in Anne Cox & Lavon Williams, 2008: 223). Learning motivation can provide success in achieving learning goals, plus motivation is the main key to a growing understanding of new things. According to Aprilia et al. (2019: 539), learning motivation is all efforts balanced with

desires, actions, and needs to obtain maximum learning goals. There is student learning motivation that can provide a sense of enthusiasm for students in learning and improve better understanding.

Increasing student learning motivation must be supported by the teacher's role in teaching and guiding students in class. According to Alizadeh (in Aprilia, 2019), teachers must realize the importance of motivation to teach English students must have. This is also similar to Kusumawati's (in Purnama et al., 2019) that teachers must have insight into the harmony and conflict that prevails in the world of education today. If this can be done, teacher awareness of student learning motivation will be higher. According to Husna & Murtini (2019), learning motivation cannot be separated from increasing understanding of learning English because the success and failure of students to understand the level of student motivation determine something. When students can be motivated in English, even though students feel difficulty in learning the material provided, students will continue to make as much effort as possible so that the material provided can be understood. Besides that, Lack of student learning motivation can impact students having difficulty adapting, accepting challenges, and understanding the material in the learning process. The most significant factor in the success of a person or student is the student's learning motivation, because learning motivation is very important to provide awareness in the learning process both at the beginning, mid, and end of learning (Adetya Dewi Wardani et al., 2020: 275).

Based on the statement above, the teacher's role is influential in increasing student motivation in learning, especially English. A teacher must be able to

convince students that their English language skills can meet the needs of students in everyday life. According to Archana (2016), a teacher must be able to plan something using the student's perspective before starting to teach so that the relationship between the teacher and students can be well established. That makes it easy for students to understand the learning material explained by the teacher. According to Achana (2016), teachers must also be able to become facilitators for students. Implementing this is very important so that teachers can pay more attention to student behavior and development during the learning process with all existing aspects. As a facilitator, the teacher is important in encouraging students' awareness that learning motivation is important as self-explorers for the future. Therefore, it is necessary to develop the best learning environment that can be applied by the teacher so that it reflects student life in social, intellectual, and linguistic events. The right one is to increase students' desire to learn by optimal learning objectives. Besides that, added that professional teachers could mobilize their abilities and expertise in managing classes to improve students' ability to understand lessons.

Based on observations at SMP Negeri 4 Gerokgak in class 8A, on October 10 2023 on the Asking and Giving Opinion material and on October 17 2023 on the Expression to Invete Others material, in the teaching process, the teacher only explains the material by giving lectures as the chosen method. The media used in teaching are only blackboards and textbooks. No wall hangings that support learning or are related to learning materials. Then, the bench setting used is the conventional bench setting. In the study, it was found that some students did not come to class on time.

The learning process in 8A class does not begin with prayer and discussion of the material from the previous meeting. Then, students also tend to be sleepy in the learning process, found students singing and chatting during the learning process. In the question and answer process, there were no students who had the initiative to answer questions from the teacher. Then, when the subject ended, no students who asked questions regarding material that had not been understood. In the learning process the teacher tends to use Indonesian in explaining the material, so that when students try to practice English many students are still afraid of trying to speak. This is based on student responses when directed to practice, students tend to said can't.

Many researchers have conducted experimental classroom management treatment to determine its effect on student learning motivation. A similar problem was investigated by Tati, Andi Dewi Riang, and Bahri (2019) with the research title "The Effect of Classroom Management on Student Learning Motivation in Social Science Subject in Fourth Grade of Telkom Elementary School of Rappocini District of Makassar." The solution offered by the researcher is to conduct a pre-experiment in the Social Science Subject class in the Fourth Grade of Telkom Elementary School of Rappocini District of Makassar by comparing the class management system to student learning motivation. The researcher offers a solution by providing experiments on aspects of class management in the social studies class, with the study showing the effect of class management on the motivation of social studies class students. The research objectives base this. The difference in this study lies in the research subjects who study elementary school students in social studies subjects.

Furthermore, based on research by Ida Nurhairiah (2019) titled "Effect of Class Management on Learning Motivation Of Class IV Students At Mis Darul Istiqamah Mamoa Raya Makassar." The researcher provides a similar solution by applying classroom management treatment at the object school. States that there is classroom management significantly influences students' learning motivation in grade IV.

Classroom management skills are important for teachers to apply in the learning process and are related to the teacher's ability to facilitate students in a fun learning process to support student success in learning (Andi Dewi & Bahri, 2019). That is done to provide a sense of comfort to students in learning in class. Classroom management can be interpreted as a skill ability that is important to be applied by teachers in a way that teachers must be trained and given support when starting to carry out practices that are supported by evidence in implementing classroom management strategies (Brandi Simonsen et al., 2008: 351).

Based on the problems at SMP Negeri 4 Gerokgak, the researcher is interested in researching the effect of classroom management on students learning motivation in English Classes at SMP Negeri 4 Gerokgak through experiments on implementing aspects of classroom management. This research is supported by the results of previous research studies, in this study, researchers focused on experimenting with classroom management practices by applying several aspects of good classroom management, spatial planning, seating arrangements, routines, discipline, and material presentation techniques based on the teacher's role in teaching.

1.2 Identification of Problems

Based on the background above, it can be revealed that the things that are the center of attention of researchers in this study are the management of class VIII SMP Negeri 4 Gerokgak in English classes and students' motivation in learning which can be described in more detail as follows:

1. The low motivation of students in English class at SMP Negeri 4 Gerokgak
2. Students in english classes at SMP Negeri 4 Gerokgak tend to do activities outside the subject matter during learning. Students prefer to chat about things unrelated to subjects, sleep in class, sing, and often arrive late for lessons.
3. Students tend not to play an active role in following the lessons and do not want to give responses or ask questions about things that need to be understood. Students are easier to be afraid of trying something without knowing the actual results, are less enthusiastic about learning, and complain more often than trying new things.
4. Teachers need help conducting effective classroom management, so they use the same classroom management every day.
5. English is rarely used in teaching. Teachers tend to use Indonesian fully in communicating. That happens because students need help understanding the use of English.
6. The bench arrangements that are applied are only based on conventional bench arrangements, so students are rarely able to interact with other students, and teacher and student interaction are also limited.

7. The learning media used are only in the form of textbooks obtained at school and blackboards to explain the material. There is rarely direct practice related to learning material, and tends to be the assignment method.
8. Teachers do not give appreciation to students who are active in class.

1.3 Research Question

Based on the problems that exist in the research background, the research question:

Is there any significance effect of the classroom management to learning motivation in learning English?

1.4 Research Limitation

Based on the problem identification above, it shows that this research focuses on the following:

1. The motivation of grade 8A students at SMP Negeri 4 Gerokgak in English subject.
2. The research sample is from grade 8A students at SMP Negeri 4 Gerokgak
3. Distributing questionnaires before (pre-test) and after (post-test) receiving classroom management treatment.
4. Compare the effect of classroom management on student learning motivation.

1.5 Reseach Significance

Based on the existing problems, this study aims to test whether the classroom management treatment has a significant effect or not on students' learning motivation.

1. Theoretically

This research is expected to increase the contribution of knowledge developers in classroom management practices for improving students' learning motivation.

2. Practically

a. For the Teachers

This research was conducted to provide references for effective and attractive classroom management to increase student motivation in the learning process.

b. For the Students

By applying the classroom management treatment that has been carried out in this research, this research can encourage students to be more motivated in learning in English class.

c. For the Future Research

This research is expected to be used as a reference for the next researchers to obtain initial information related to the research topic made.

1.6 Scope of This Research.

This study focuses on observing English teachers in managing classes to know about how the effect of classroom management on students learning motivation in English classes.