

AN CORRELATION STUDY BETWEEN ENGLISH LANGUAGE TEACHERS' CLASSROOM MANAGEMENT AND STUDENTS' MOTIVATION IN JOINING THE CLASS

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**AN CORRELATION STUDY BETWEEN ENGLISH LANGUAGE
TEACHERS' CLASSROOM MANAGEMENT AND STUDENTS'
MOTIVATION IN JOINING THE CLASS**

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Abstract

This final project studies “the correlational study between english language teachers’ classroom management and students’ motivation in joining the class”. The aims of this study are: (1) To measure the correlation between teachers’ classroom management and students’ motivation in joining the class (2) To find out whether there is significant correlation between teacher classroom management and student motivation. Quantitative approach was used in this study. The design of the research was quantitative design by using questionnaire as the research instrument. The population of this research was the students of SMAN 2 Grabag. The writer took 33 students from class XI MIPA 1 and 28 students from class XII IPS 3 as the sample. The result of this study shows that; a) the score result of the correlation coefficient was $-0,096$, it means that the correlation between those two variables were very low ; b) The gap of the correlation between two variable is not rally related. It can be seen in the result of correlation coefficient was $-0,096$ and minimum correlation score $0,000 -0,200$ it means that correlation coefficient was lower than minimum correlation. Teachers can improve students’ motivation in joining the class by using another method or maybe by involving the newest development.

Keywords: teachers’ classroom management, students’ motivation.

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INTRODUCTION

Learning English language is not an easy thing, it needs high motivation in order to learning foreign language. It is because learning foreign language means we must also learning about their culture. The most important role is on the teacher when it comes to learn a foreign language. Teacher must have the ability in controlling class correctly. According to (Rindu & Ariyanti, 2017) teacher may be a individual who teach, particularly in a school. It is all around recognized that the educator is the key individual in an teacher system.

Teachers classroom management is needed because it is used as a tool to gain or attract students motivation or willingness while joining the learning process. According to (Gultom & Saun, 2016), the teacher' part is exceptionally critical in making strides the students learning, the teacher is anticipated to make an viable learning environment and will be able to oversee the course. (Sieberer-Nagler, 2015) stated that classroom control is aiming to supply students with more openings to memorize all of the things that a teacher does to organize learners, space, time, and material so that student's learning can take place.

Classroom control points at setting up students selfcontrol through a prepare of advaaning positive student achievement and behavior, (Borah Sewali & Borah Runjun, 2015). (Erden, 2010) also stated that classroom control is considered as one of the foremost vital aptitudes for the teacher to be gotten as viable classroom control implies optimizing learning time and giving openings for success through dodging misbehaviors. In line with above explanation teachers classroom management took the most critical part in language learning because it can improve students motivation and willingness in joining in the class, it can also help students to fill more comfortable when joining the learning process.

Every year in Indonesia, students interest in learning is decreased gradually, moreover there are pandemic happening now. The impact of pandemic is the changin from coventional learning to online learning where students and teachers are not meeting face to face. According to (Zuniarti et al., 2017) in reality, there were understudies who had obstruction to ace English as a compulsory subject in school. It was couused by a few reasons whether from students or teachers which influenced their inspiration to memorize English.

The reason for choice of subject as follows: Nowadays many students do not have the motivation to study about english when the teacher is only giving an assignment and do not explain about the material. With the change on teachers teaching method in class could it influence students motivation in learning english. Decreasing students motivation in learning english because they find it difficult.

Based on the research background, the statements of the problem can be formulated as follows: To what extend is the corelation between english teacher classroom management and students willingness in joining the class? Is there any significant corelation between english classroom management and students motivation in learning english?

The objective of this study can be summarized as follows: To measure the correlation between teachers classroom management and students motivation in joining the class. To find out whether there is significant corelation between teacher classroom management and student motivation.

METHOD

This research is a quantitative approach. The design of the research was quantitative design by using questionnaire as the research instrument. In collecting data, the writer took some steps or procedure as follows: The writer will ask permission to the Headmaster of Grabag 2 Senior High School in academic year 2021/2022. The Study choose the population of the XI grade students of Grabag 2 Senior High School in 2021/2022 academic year. The writer takes XI MIPA 1 and XI MIPA 2 classes as samples. The writer gives the respondent a questionnaire related to teachers classroom management on students motivation in joining the class. The writer analyze the correlation between two variables based on the data from the questionnaire.

After collecting the data by using questionnaire, the writer analyzed the result of the questionnaire. The writer conducted some steps in analyzing the data, to find out the result of the correlation of teachers classroom management on students motivation in joining the class.

1. Measuring validity of the questionnaire

Validity is a measurement of how valid and legitimate is an instrument in the means of data collection. According to (Yusup, 2018) validity is the accuracy and precisionness of an instrument. The purpose of a validity itself is to find out how proper is one instrument to be used in the data collection process so that it can bring a relevant and suitable result regarding the study.

In this research, to measure the validity of the instruments, the researcher used statistical validity by SPSS software. Calculating validity was done using the Pearson formula as follows :

$$r_{xy} = \frac{N \sum XY - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

r_{xy} : correlation coefficient of every item

N : number of the subjects

$\sum x$: total item score

$\sum y$: total overall score

$\sum x^2$: total squared item score

$\sum y^2$: total squared all score

$\sum xy$: total multiplication of item score (x) and overall score (y)

To know valid or invalid an answer in the questionnaire in the existing way, the items were correlated with the total score and consulted on the "r" table, with a significant level of 5% with the number of respondents 61 then the value obtained was 0,248. If "r" count bigger "r" table then the instrument item was said to be valid, and otherwise; if "r" count smaller than "r" table, then the instrument item was declared invalid (Sugiyono,2016:333). A significant level of 5% would reach a level of confidence (valid) of 95%. Then the higher the level of significance used, the lower the level of confidence (valid) of the research conducted.

2. Measuring reliability of the questionnaire

According to (Roberts & Priest, 2006) reliability define how far a test, procedure, or specific instrument will bring the same result in a different situation. As for questionnaire reliability of this study, the researcher uses Cronbach Alpha Reliabilities formula to calculate the reliability of the questionnaire of the sample by the newest SPSS software version which is 17.

Formula :

$$Q = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum s^2}{s^2 \text{ tot}} \right]$$

- Q = Coefficient Alpha Reliability
- K = Number of Questionnaire Item
- $\sum s^2$ = Variance Point
- $s^2 \text{ tot}$ = Total Variance

The researcher used statistic computation in SPSS to analyze the correlation between two variables; teachers classroom management (x variable) and students motivation in joining the class (y variable).

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

- rx y = Correlation Coefficient Between x and y
- $\sum x^2$ = sum of standard deviation from X variable
- $\sum y^2$ = sum of standard deviation from Y variable

Table 1. Interpretation of Correlation Coefficient

Correlation Coefficient	Interpretation
0.810-1.000	High
0.610-0.800	Adequate
0.410-0.600	Rather low
0.210-0.400	Low
0.000-0.200	Very low (there is no correlation)

The correlation coefficient will be compared to “r” table. It can be said that the alternative hypothesis (H^1) and the null hypothesis (H^0) is rejected if the coefficient correlation is higher than “r” table.

FINDINGS

Result of Validity

In this part the researcher will describe the result of variable teacher classroom management and students motivation. The first result is variable teacher classroom management. The result of variable teacher classroom management. The result validity can be explained in the following table :

Table 2. Result Variabel Teacher Classroom Management (X)

No	Statements	Correlation Item - Correlation Total	"r" Tabel	Result
1	My teacher never gives any quiz to evaluate the materials that already given. (guru saya tidak pernah memberikan kuis	,497**	0,248	Valid

	singkat untuk mengevaluasi materi yang di berikan)			
2	My teacher gives too much pressure in the learning process. (Guru saya terlalu memberikan tekanan pada saat pengerjaan materi)	,701**	0,248	Valid
3	My teacher use body language to make us understand more about the materials. (Guru saya menggunakan gerakan tubuh untuk melancarkan instruksi yang susah untuk di mengerti)	,342**	0,248	Valid
4	My teacher usually left the class in the middle of learning process. (guru saya sering meninggalkan kelas saat kegiatan belajar mengajar berlangsung)	,539**	0,248	Valid
5	My teachers always misunderstand me whenever I am unable to answer a question. (guru saya selalu meremehkan ketika saya tidak dapat menjawab pertanyaan)	,679**	0,248	Valid
6	My teacher never warned a students that being too noisy in class. (guru saya tidak menegur siswa yang membuat gaduh di dalam kelas)	,610**	0,248	Valid
7	In the middle of learning process, my teacher always gives a fun challenge. (di sela kegiatan belajar mengajar guru saya memberikan challenge kepada siswa)	,185	0,248	Invalid
8	My teacher is too though and very bad tempered when teaching in class. (guru saya	,535**	0,248	Valid

	terlalu keras dan mudah marah ketika mengajar)			
9	My teacher let their students cheat. (guru saya membiarkan siswa yang mencontek)	,613**	0,248	Valid
10	My teacher oftenly told a story about themself in the middle of learning process. (guru saya sering bercerita tentang pengalaman pribadi di saat kegiatan belajar mengajar berlangsung)	,233	0,248	Invalid

The question point that is declared invalid was a point whose correlation item – total correlation was less than the “r” table with a total of 61 respondents with a significant level of 5% (“r” table = 0,248). Based on table 4.1, it was known that the teacher classroom management variable had only two statements that were declared with invalid at statement number 7 and 10. While the rest of the questionnaire statement was declared as valid.

The next result is variable students motivation. The result validity can be explained in the following table :

Tabel 3. Result Variable Students Motivation (y)

No	Statements	Correlation Item - Correlation Total	"r" Tabel	Result
11	If my teacher gives me compliment I feel more enthusias in joining the class (apa bila di puji guru saya lebih bersemangat dalam mengikuti kegiatan belajar mengajar)	,283*	0,248	Valid
12	I feel enthusias in joining the class because my teacher could manage the class well (saya bersemangat mengikuti pembelajaran karena guru saya bisa mengatur kelas dengan baik)	,233	0,248	Invalid
13	I feel motivated by the compliment given by my teacher in class (saya termotivasi oleh pujian yang di berikan guru saya di kelas)	,560**	0,248	Valid

14	I try my best to get a compliment from my teacher (saya berusaha sebaik mungkin di kelas untuk mendapatkan pujian dari guru saya)	,682**	0,248	Valid
15	The way my teacher teach makes me comfortable in learning process (cara mengajar guru saya membuat saya nyaman mengikuti pembelajaran)	,423**	0,248	Valid
16	My teacher always motivate every student to do better (guru saya selalu memotivasi setiap muridnya untuk berusaha lebih baik)	,353**	0,248	Valid
17	My teacher never mocks students mistake, so that we dont feel inferior (guru saya tidak pernah mencela kesalahan murid, sehingga kami tidak merasa kecil hati)	,522**	0,248	Valid
18	If we make mistake our teacher always correct us in a good way (apabila kami melakukan kesalahan, guru kami memberi tahu dengan cara yang baik)	,505**	0,248	Valid
19	Compliment help us to feel more conviden in the learning process (pujian membantu kami lebih percaya diri untuk mengikuti pembelajaran)	,580**	0,248	Valid
20	The compliment from my teacher is one of the main factor to improve my learning motivation (pujian dari guru saya merupakan salah satu faktor utama untuk meningkatkan motivasi belajar saya)	,498**	0,248	Valid

The statement point that was declared invalid was a point which correlation item – total correlation was less than the “r” table with a total of 61 respondents with a significant level of 5% (“r” table = 0.248). based on the table 4.4 it was known that the students motivation variable showed that there was only one statement that was declared invalid, namely number 12 with the result of correlation item – total correlation of 0,233 and it was smaller than the “r” table.”

Result of Reliability

In this section the writer explained the result of the calculated reliability of the teachers classroom management and students motivation variables. After that thee writer then determined whether the result of the calculated data reliability were reliable or not.

Tabel 4. Result Reliability

Variabel	Cronbach's Alpha	R Tabel	Keterangan
Teacher Classroom Management (X)	0,764	0,248	Reliable
Students Motivation (Y)	0,598	0,248	Reliable

Based on the table 4.7, it was showed that the result of the reliability test of the teacher classroom management variable is 0,764 and students motivation is 0,598. Then, this figure was consulted with the “r” table of 0,248. Because the two variable are bigger than the “r” table, therefore, teacher classroom management and students motivation were stated with reliable statement.

1. Coefficient correlation

So from table interpretation the researcher can decide the variable between teacher classroom management and students motivation is there any correlation or not. From table 4.8 pearson correlation was at $-0,096$ and from table 4.8 point $-0,096$ was found on scale $0,000 - 0,200$ (very low). It means that there is a correlation between teachers classroom management and students motivation but the correlation is statistically weak.

Discussion of the finding

Based on the research above, where the writer study about the correlation between teachers classroom management and students motivation in joining the class using quantitative approach and SPSS software, it can be concluded that the correlation happen to be very low between those two variables. The gap of the correlation between teachers classroom management and students motivation in joining the class is not really related. Based on the result above, teachers classroom management are not enough to improve students motivation while joining the class, even if the teachers are able to manage the class well.

It can be proof with below calculation:

1. Validity

The teachers classroom management variable (X) got two from ten statements that were determined as invalid. Hence, the validity from students motivation variable (Y) only got one invalid statement from ten statements that were smaller than the “r” table, so the rest can be determined as valid.

2. Reliability

The teachers classroom management variable (X) got the result of 0.764 and students motivation variable (Y) got 0.598, where the result of those two variables are bigger than the “r” table, with the score of 0.248)

3. Correlation

From the first and second point, the score result of the correlation coefficient was $-0,096$. According to the table 4.8 it means that the correlation between those two variables were very low.

From the 61 respondents, the writer get the data result that will be calculate by the writer based on the research, there are very weak correlation between teachers classroom management and students motivation. The result showed by the pearson product moment correlation result with $-0,096$ with minimum correlation score $0,000 - 0,200$. So H1 was

acceptable and H0 was unacceptable so it can be concluded that there were a correlation between teachers classroom management and students motivation on students of XI MIPA 1 And XII IPS 3 Grabag 2 Senior High School.

It can be concluded that the teachers classroom management does not rally affect students motivation in joining the class.

CONCLUSION

Based on the research that already conducted by the writer, there is a really weak correlation between teachers classroom management and students motivation in joining the class. hence it does not impossible to improve students motivation in joining the class through another methods and approaches. The gap of the correlation between teachers classroom management and students motivation in joining the class is not rally related. Based on the result above, teachers classroom management are not enough to improve students motivation while joining the class, even if the teachers are able to manage the class well.

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