

# CHAPTER I INTRODUCTION

## 1.1 Background of Problem

There are many aspects that support the learning process. One of them is learning environment. According to Mariyana, et al. (2010:16), learning environment is facility which enabled students to do experiment in order to make the students creative. Learning environment must be set by the teacher to be effective. This activity called as classroom management. Classroom management means that management of the learning environment such as the students and the facilitation. According to Sardiman (2011:169), in managing the classroom teacher have to consider how to set the table, student's seating, teacher's table and classroom's decoration. In addition, Djamarah (2010:173), states that classroom management is teacher's skill in maintaining the classroom to be optimal. In other word, classroom management is related with the efforts to create the effective atmosphere by managing the tools such as table, student's seat, teacher's table and classroom condition in order to reach the optimal condition of teaching learning.

Classroom management is done by teacher to create a successful and effective learning process. Besides, Arends (2004:77) states that classroom management is possibly the most important challenge faced by the teacher in beginning of learning. Additionally, Suyanto and Jihad (2013:103) states that teacher must set the learning environment to be effective in order to achieve the successful of teaching learning activity. From the explanation above, it can be

concluded that classroom management is important aspect that must be done by the teacher in order to make the classroom environment to be effective and the learning goal is reached. If students learn in effective classroom, they will be motivated to follow the learning process.

Motivation is the impulse from someone's self to do the activities in the purpose to reach the certain goals (Sardiman, 2011:73). Besides, Djamarah (2015:148) explains that motivation is someone's energy which is changed to be real activity to get the certain purpose. It means motivation is encouragement that come from someone's self to do the activity and have the certain purpose to be reached. Generally, motivation is divided into two kinds, intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation which is occurred from individual himself or herself without being given impulse from the outside. Meanwhile, extrinsic motivation is motivation that comes from out of the individual's mind.

Motivation is an important aspect for students. According to Suyanto and Jihad (2013:60), in learning process motivation is really needed because someone who does not have motivation in learning will be impossible to do effective learning activity. Similarly, Sardiman (2011:75) states that encouragement which come from student's mind and cause the willingness to learn. From the statement, it means that motivation can support students to learn. It means students who have low learning motivation will have difficulty to achieve the goals in learning.

In learning, motivation can support the students to get best learning result. The more learning motivation, the more learning achievement will be got by the students. Learning motivation that had by the students is contribute to

increase the students' learning achievement in certain subjects (Nashar, 2004:11). It can be concluded that motivation is an important aspect that affects the students' learning achievement.

However, in fact there are many students who are still unmotivated in the teaching and learning process. There are some researches conducted that related with Indonesian students' motivation in learning process. The observation result toward junior high school students that conducted in Yogyakarta on 2015 showed that the students are lazy while following the learning activity. Moreover the students are still passive in doing the task given by the teacher. Another research that conducted in Semarang 2016 toward junior high school students showed that there are still students who do not have spirit to learn. Moreover, the students prefer playing gadget than following the learning process. Similar things also happened at school in Kotabumi especially in junior high school' students.

Based on the interview with teacher in several junior high school in Kotabumi, the researcher found that there are still students who do not have motivation in learning. There are still students who do not focus on the teacher's explanation, playing gadgets, make noisy sound in the class, and lazy in doing the task. The students are set into traditional seating arrangement, thus teacher are difficult in monitoring the students one by one. The students who fully give attention for the teacher mostly the students who sit in the front line. From the explanation above, it showed that there are still Indonesian students have low motivation in learning process.

One kind of the aspects that can increase student's motivation is learning environment. Students must learn in effective class to be motivated because effective learning environment increase student's focus and automatically students will be motivated to learn. According to Husein (2017:71), as the classroom manager, teacher should manage the classroom very well in order to make students comfortable to stay in the classroom to follow the learning process. As we know that classroom is place where students will accept the teacher's material. From the statement above, it means effective classroom can make students feel comfortable and students want to follow the learning activity very well.

Students' seating arrangement is important aspect in learning environment. It affects the student's focus and attention during the learning process which might affect student's involvement. According to Hamid (2014:125), seating arrangement has important role in students' learning concentration. Seating arrangement is done in order that the students able to get the material successfully. In addition, Wiyani (2014:131) states that seating arrangement helps students to reach the learning goals. From the statements above, it can be concluded that seating arrangement is important to be done by teacher in order to make the students understand the lesson successfully.

There are some seat formations recommended by the experts and one of them is "Letter U" formation. Wiyani (2014:133) mentions that there are some seating arrangement formations such as conventional formation, auditorium formation, chevron formation, U-shape formation, meeting table formation, conference formation, breakout groupings formation, workplace formation, group for group formation and circle formation. In addition, Lie (2014: 53) states that there are

some of seating arrangement models such as horseshoe table, long table, laboratory table, grouping table, classical table, and the others. Meanwhile, Weinstein in Simmons, et al. (2015:54) mentions that there are three types of seating arrangement such as row seating, cluster seating and horseshoe seating.

Based on the observation in Sekolah Menengah Pertama Negeri 7 Kotabumi North Lampung which is conducted on Monday, 6<sup>th</sup> August 2018 at the students of the ninth grade, they seem to be actively involved during the learning process. Using letter U formation, students were not busy with their own activity or chatting with other students. In addition, the students more focus on the teacher's explanation. Sitting in this formation make the students more concentrate and totally pay attention to the teacher. Additionally, the teacher is easy to pay attention to the students because teacher position is on the middle of the classroom which the teacher enables to see student's activity one by one during the learning process.

The researcher also conducted an interview with a teacher on Monday, 17<sup>st</sup> September 2018 who has been taught the students with letter U formation as their seating arrangement. It is found that the teacher was easy to check student's task on their seat and students will be as the center in class when students do the presentation. When students sit in this formation, all of the students paid attention to the teacher and enjoyed the learning process. In addition, almost all of the students gave participation during the classroom activity. Students respond to the teacher's questions as well as delivered questions for the teacher.

The researcher chose Sekolah Menengah Pertama Negeri 7 Kotabumi to conduct the research. There are some reasons the researcher chose SMP N 7

Kotabumi: 1) SMP N 7 Kotabumi applied Letter U seat formation in learning activity, 2) SMP N 7 Kotabumi provides subjects which suitable with Letter U seat formation.

The students of SMP N 7 Kotabumi grade ninth are chosen as the subject. There are several reason for choosing ninth grade: 1) The students of ninth grade has been applied Letter U seat formation in learning activity since they were in grade eight. 2) They are superior students that have been through competitive entry to part of the school

Motivation is important aspect in learning. Motivation encourages the students to learn. The high motivation the high the students' desire to learn. Many aspect which can affect the students' motivation. It can be from outside and inside aspects. From outside, motivation can be affected by environment. Teacher must create the support environment to make the students have willingness to be active in learning activity. The teacher may change the seating formation in order to create fresh condition for students to learn. Letter U formation is one of optional seating formation that believed could give the students motivation in learning activity. The students can easily see the teacher. Thus, the material can accepted very well.

From the explanation above, the researcher is interested to investigate students' motivation under Letter U seat formation entitle "Student's Learning Motivation under the Implementation of Letter U Seat Formation at the Ninth Grade of SMP N 7 Kotabumi Lampung Utara Academic Year 2018/2019".

## **1.2 Identification of the Problem**

Based on the background above, the researcher identified the problem as follows:

- 1) Does classroom management affect the learning effectiveness of the ninth grade of SMP N 7 Kotabumi?
- 2) Does students' seat arrangement affect students' learning achievement of the ninth grade of SMP N 7 Kotabumi?
- 3) Does students' seat arrangement affect students' motivation of the ninth grade of SMP N 7 Kotabumi?
- 4) Does Letter U seat formation affect the students' motivation of the ninth grade of SMP N 7 Kotabumi?

## **1.3 Limitation of the Problem**

From the identification above, the researcher limit the problem in how is the students' learning motivation under the implementation of letter U seat formation at the Ninth grade of SMP N 7 Kotabumi Lampung Utara Academic Year 2018/2019.

## **1.4 Formulation of Problem**

Based on limitation of problem above, the formulation of problem in this research is "How is the students' learning motivation under the implementation of letter U seat formation at the Ninth grade of SMP N 7 Kotabumi Lampung Utara Academic Year 2018/2019?"

## **1.5 Objective of the Research**

This research is conducted to describe how the students' learning motivation under the implementation of letter U seat formation at the Ninthgrade of SMP N 7 Kotabumi Lampung Utara Academic Year 2018/2019.

### **1.6 Uses of the Research Result**

The result of this research is expected to provide useful information in implementing letter U seat formation as student's seat in class, especially for SMP N 7 Kotabumi. The result of this research is also expected to give beneficial contribution for the following parties.

1. Teacher

This research result is useful for all teachers to inform how the student's motivation in learning by implementing Letter U seat formation.

2. Other researcher

This research result could be as an additional reference for further researcher who are interested in conducting the research with the same interest.