

CHAPTER II THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Motivation

Motivation is from the word “motive” that means an impulse that comes from individual’s inner to do something. There are many experts stated the definition of motivation. According to Echols and Imron in Siregar (2010:49), Motivation is condition that come from an individual’s inner and pushes the individual to do something and in order to reach the purpose that have been planned. Then, Djamarah (2015:148) states that motivation is encouragement which change the someone’s energy into real activity in order to reach the certain purpose. In addition, Djaali (2012:101) defines that motivation is physics and psychological person’s condition that encourage to do an activity. From the statements above, it can be concluded that motivation is psychological and physiological condition and come from an individual inner that make the individual is pushed to do activity in order to reach the certain purpose.

There are two kinds of motivation. According to Syah (2012:153), motivation is divided into two kinds, they are:

a) Intrinsic Motivation

Intrinsic motivation is desire that come from person’s self. To do an activity, someone who has intrinsic motivation do not need encouragement from the outside. In learning, intrinsic motivation will make students learn without external impulse. According to Beck in Uno (2012:7), intrinsic motivation is related with

cognition role that comes from inside, such as interest and curiosity, thus someone does not need incentive or punishment to be motivated. Additionally, Djamarah (2015:149) states that intrinsic motivation is related with student's need and student's goal. It is concluded that intrinsic motivation occurs from student's inner and related with interest or curiosity, needs and goals.

1) Interest

According to Djamarah (2015:166), interest is condition when someone is feeling happy on something activity, without need encouragement from others. Interest also means feeling that makes someone want to involve on something. In addition, Djamarah (2015:150) states that the students who have interest in learning will be motivated to learn in period of time. It means, student's interest can develop student's intrinsic motivation in learning. The students without learning interest will difficult to create their learning motivation although the teacher uses effective strategies.

2) Need

When the students feel that learning is important and learning can make the students to be educated, they will be motivated to learn. Learning willingness is based on student's needs to be educated person and to get knowledge (Djamarah, 2015:150). It means, needs is part of intrinsic motivation in learning because the students will learn when the students need to master the material and get knowledge from what they learn. In example, the students who will face an examination tomorrow will study hard because the students need to understand the material in order to able answer the question in the examination.

3) Goal

Goal is part of intrinsic motivation in learning because students' goal will make the students motivated to learn. When the students have goal in learning, the students will be encouraged to learn. The students are motivated to learn in order to master the value which is contained in the material (Djamarah, 2015:149). It means the students have goal why they have to learn and the goal is to get knowledge from what they learn. Moreover, Djamarah (2015:50) states that the goals of the students in learning is to master the value which is contained in the material and it will be useful in the future, learning is not to get a reward of praise. It means the goals of learning for the students is to get knowledge that will be useful for student's future.

b) Extrinsic Motivation

Extrinsic motivation is impulse from the outside that make someone do an activity. According to Suyanto and Jihad (2013:61), extrinsic motivation is kind of motivation which comes because of influence from person's outside. In addition, Dimiyati and Mujiono (2013:31) states that extrinsic motivation is encouragement for people's activity which come from outside such as reward and to avoid punishment. Meanwhile, Sardiman (2016:90) states that extrinsic motivation is comes because outside stimulus, environment, social situation, and others. From that statements, it can be implied that extrinsic motivation is kind of motivation that comes from outside aspects such as reward, punishment, and environment.

a) Reward

Reward is something which is given when student have got achievement in learning. The types of reward such as scholarship or gift (thing). According to Wiyani (2014:77), one of the things that can be motivate students is by giving reward for student. It means, reward is part of extrinsic motivation which can make the students are motivated to learn. Additionally, Djamarah (2015:161) states that giving reward for students is to make students are maintaining the achievement that they have reached. From those statements, it can be implied if reward is not only makes the students are motivated to learn but also makes the students more study hard in order to keep students' achievement in learning.

b) Punishment

Punishment means giving unhappy situation for the students to stopping the negative behavior. Purwanto in Wiyani (2014:175) states that punishment is giving pain for the students by the teacher after making mistakes. It means, punishment is giving pain for the students in the purpose to make the students do not make mistakes in learning. Punishment is part of extrinsic motivation because by giving punishment the students will be motivated in learning. According to Djamarah (2015:165), punishment is a good motivation tool if the punishment is done using educative approach. It means, punishment can make the students are motivated to learn if the punishment that is given by teacher has purpose to educate the students. In example, the teacher is giving addition task when there is a student who does not submit the task on time.

c) Environment

Environment is external aspect which can make the students be motivated to learn. Skinner in Suyanto and Jihad (2013:65) explains that students motivation is depend on the environment. Moreover, Suyanto and jihad (2013:65) explains that students will be motivated to learn if the environment gives the stimulus to learn. It can be conclude that students' motivation can occur if the environment gives encouragement to learn. Environment have to set to be comfortable and conducive to makes students are interested to learn.

Motivation is impulse to support individual to do activity. In learning, students must have motivation because motivation will support students in learning activity. According to Siregar and Nara (2010:51), motivation is very important because motivation gives spirit and happy feeling for students in learning so students have energy to learn. In addition, Hamalik (2011:121) states that motivation determine the success and failure of student's learning. From the statements above, it can be concluded that motivation is an important aspect that affects student's learning goals and motivation can make students happy to learn.

Dimiyati and Mudjiono (2012:239) states that low motivation will decrease student's interest in learning. It means the students who have low learning motivation will feel that if learn is difficult and make students do not have willingness to learn. In contrast, the students who have high motivation will feel learn is fun and easy to do. The students will learn without encouragement from the others. Motivation in learning is influenced by intrinsic and extrinsic factor. If intrinsic factor come from personal of someone, extrinsic factor come from outside like environment and reward. Intrinsic motivation is motivation which comes from someone's self without encouragement from other people.

Meanwhile, extrinsic motivation is motivation which causes encouragement or compulsion from the outside (Suyanto and Jihad, 2013:61). Uno (2012:23) explains that motivation especially in learning is affected by intrinsic factor and extrinsic factor. The factor which is influenced intrinsic factors as follows: a) interest; b) learning needs; c) goals. Meanwhile, the factor which is influenced extrinsic motivation such as: a) conducive learning environment; b) interesting learning activity; c) reward

Teacher must be able to make students are motivated to learn. the students who is motivated means student who want to be active as participant, focus on the teacher's explanation, engaging in all of the activity in the class, and have effort to do the assignments. Student's motivation not only occur because of the interesting teaching method, or the easily on understanding the material but also depend on how the classroom condition is created. Teacher should be able to prepare all of the aspect in the teaching learning included classroom condition.

From the explanation above, it can be concluded if motivation is affected by internal and external factors. Internal factors are come from students' mind, meanwhile external factors are come from students' outside like environment and condition around the students

2.1.2 Concept of Classroom Management

Learning environment affects student's learning effectiveness. As the professional teacher, the teacher should able to set the learning environment to be optimal in order that students will learn effectively. According to Sardiman (2011:154), there are two things which must be considered by the teacher related with managing the learning environment, they are:

- 1) Managing the classroom arrangement to support learning teaching process.
- 2) Create the joyful condition in the classroom.

Teacher as the facilitator must manage the teaching and learning aspect such as classroom to be effective in order to comfort the students and make the students enjoy during learning process. This effort known as classroom management. Generally, classroom management means that the teacher's activity that organize the classroom condition to be effective thus the students feel happy to learn in.

According to Rohani (2010:144), as the effort on preparing an effective classroom, things that include in classroom management are student and facility. In this case, facility is refers to manage the classroom components such as ventilation, lighting, student's seat and appropriate program planning for the learning process. In addition, Alma, et al. (2010:81) states that classroom management is an effort to create and maintain the optimal classroom to be always effective. From the statement above, it can be concluded that classroom management is an effort by the teacher in manage the facility and student to create the effective teaching successful.

In addition, Duke in Osakwe (2014:60) stated that classroom management is the important procedures to establish the learning environment in order that the learning process can occur. The other expert, Wong and Rosemary in Aliakbari (2015:2) explains that classroom management is all of the things that teacher have to manage such as place, students and material so that learning can run well.

Generally, classroom management has the purpose to prepare the facilitation to teaching and learning activity in the classroom (Djamarah, 2010:178). Besides, Rusman (2014:63) states that managing the classroom has the purpose in general to supply and use the classroom's facilities in learning activity in order to achieve best result. More detailed, Rusman (2014:63) explains that particular purpose of classroom management are to develop student's ability in use learning's tools and prepares the conditions that enable students to reach best learning result. From those statements, it can be concluded that the purpose of classroom management are prepare the learning's facilities, help students to use the facilities and create the learning environment which make students achieve best result in learning. Besides, according to Salman Rusydie in Wiyani (2014:61), several purposes of classroom management are:

- 1) Make the learning activity is easier for students

Classroom as learning environment have to support the process of student's skill improving as good as possible. Good classroom management is expected to develop student's concentration. The students need concentration to understand the lesson. Concentration also make the students are easier to do the assignments.

- 2) Create good social environment in the classroom

Classroom management can created good social environment. Good social environment affects the improvement of student's intellectualism, emotional, and attitude. Good social environment also give positive appreciation for the students.

- 3) Make the students to be disciplinary learner

Classroom management is conducted by the teacher in order to the make students to be disciplinary. From the explanation above classroom management is

expected to build disciplinary students and avoid the students to do bad manner during learning process.

Classroom is the another aspect in teaching learning that can motivate the students to learn. Classroom condition is second aspect after teacher methods and behavior which can encourage the students to be active during learning process. According to Dörnyei (2001:40), classroom climate is the importance aspect that can motivational tool for the students (after teacher behavior). In other word, effective and productive learning process is depend on the school and classroom (Suyanto and Jihad, 2013:93).

Similarly, Rohani (2010:148) states that physical environment has the importance influence with the result of learning. It is concluded that classroom which supports in increasing student's interest to be learn will give the positive impact and influence to the learning achievement. Additionally, Weber in Setiyadi and Ramdani (2016:30) states that, "classroom management is a uses to establish and maintain classroom condition that will enable students to achieve their instructional objective efficiently-that will enable them to learn". It means classroom management has the function to maintain the classroom condition to be good in order that students are enable to learn.

According to Wiyani (2014:130), the importance of classroom arrangement are:

- 1) Classroom management be able to create the stimulating classroom.
- 2) Classroom management be able to make teacher and student move smoothly in the class.
- 3) Classroom management be able to make student focus in the class.

The students will be actively involved during the class if the students learn in an effective situation classroom. “Another way of making learning stimulating and enjoyable is creating learning situations where the learner are required to become active participants” (Dörnyei, 2001:77). Based on the statement above means that the student will be an active student if the classroom is enjoy and stimulate to learn. Additionally, Slameto (2011:98) states that teacher as the manager is expected to be able managing the classroom condition to be good and make the students learn effectively and efficiently. From the statement above, it can be conclude that good classroom condition makes learning process effective and efficient.

2.1.3 Concept of Seating Arrangement

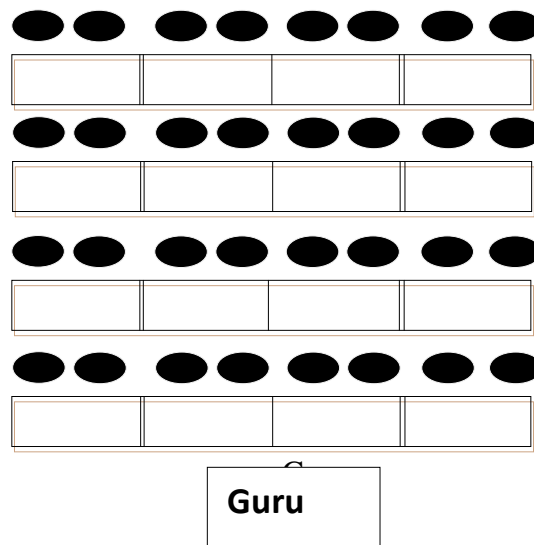
There are many kinds of seating arrangement formation. Lie (2014:52) mentions some of seating formations for the students, as follows:

- 1) Horseshoe table
- 2) Long table
- 3) Horseshoe arrangement
- 4) Laboratory table
- 5) Grouping table
- 6) Classical arrangement
- 7) Line table
- 8) Individual seating

In addition, Wiyani (2014:133) explains that some of student seating arrangements, as follows:

- 1) Traditional Formation (Conventional)

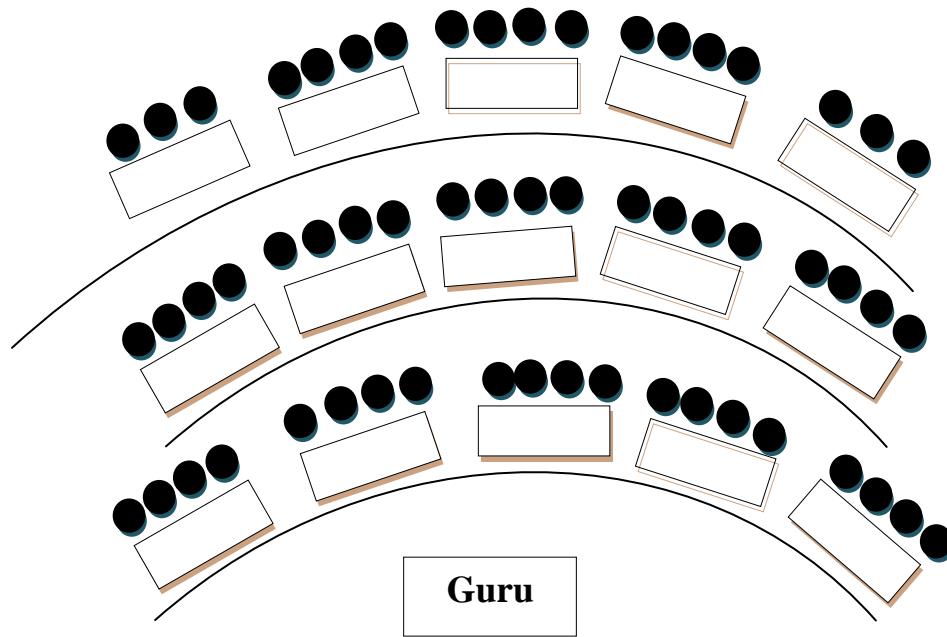
Traditional formation is the most common used in school. In this formation, the desk is placed in the long-horizontal with two pairs chairs or a long chair. The short students sit in the front desk, meanwhile the tall students sit in the back desk. Traditional formation is effective to be used in lecture teaching method.



Picture 1
Traditional Formation

2) Auditorium Formation

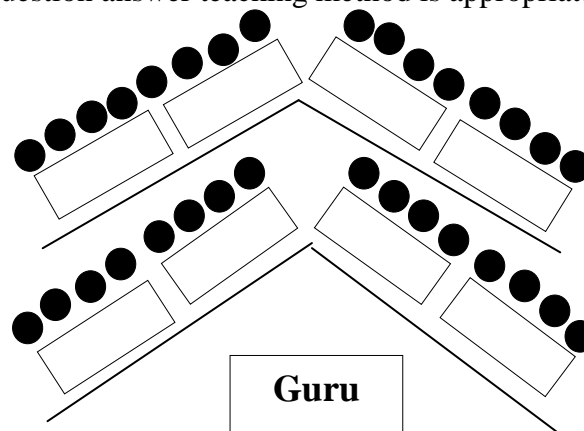
Auditorium formation seems like traditional formation, the differences is in auditorium formation the desk is placed in long-vertical. In this formation, students can easily see the teacher. The teacher also easily to see the students. Lecture method is effective to be applied when implementing this seating arrangement.



Picture 2
Auditorium Formation

3) Chevron Formation

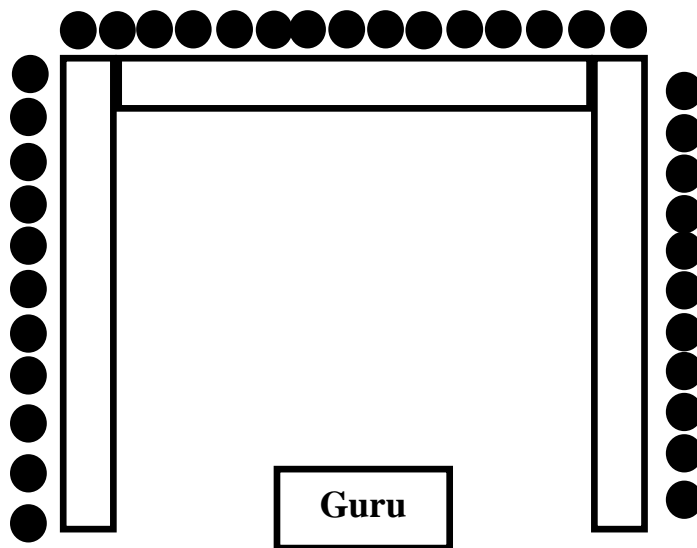
Chevron formation make students active although there are many students in the classroom. Because, in this formation the space between the teacher and students is diminished . Therefore, the students and the teacher will be better to see around the classroom. This formation be able to make the students more active during teaching and learning activity. When implementing this formation, lecture and interactive question answer teaching method is appropriate to be applied.



Picture 3
Chevron Formation

4) Letter U Formation

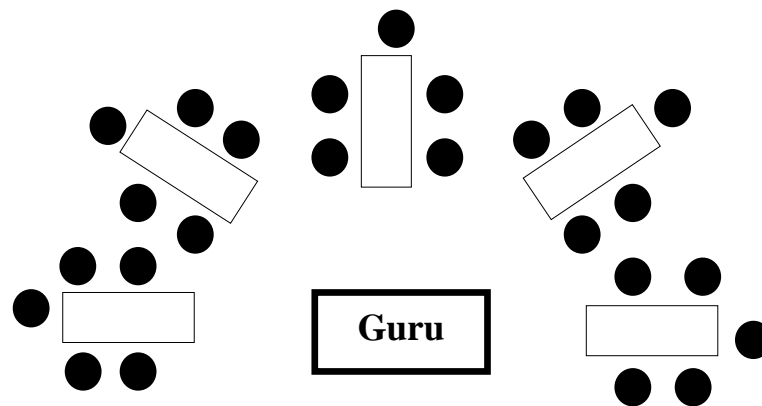
Letter U formation is effective and efficient to be applied in the classroom. In this formation desk is placed like letter U and teacher's table is in the front of the class. The students sit face to face with the teacher. By implementing this formation, the teacher will easy to interact with all students. Discussion, presentation and team work are appropriate to be applied.



Picture 4
Letter U Formation

5) Meeting Table Formation

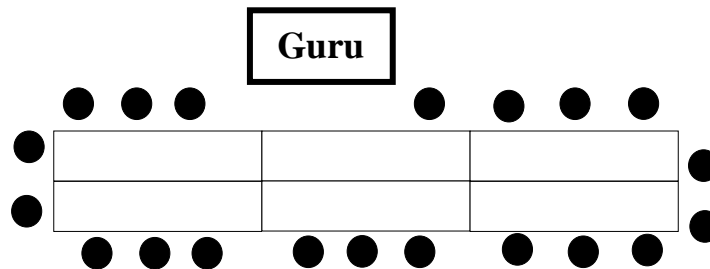
In this formation, the students are divided into several groups and each group has their own table. Meeting table formation will be effective if used for discussion activity. In this formation, each group consist of 4 or 5 students.



Picture 5
Meeting Table Formation

6) Conference Formation

In conference formation, student's desk is placed to be long square and students sit round the table. This formation is appropriate for debate or discussion method. The teacher sits face to face with the students because teacher's chair is beside or in the middle table.

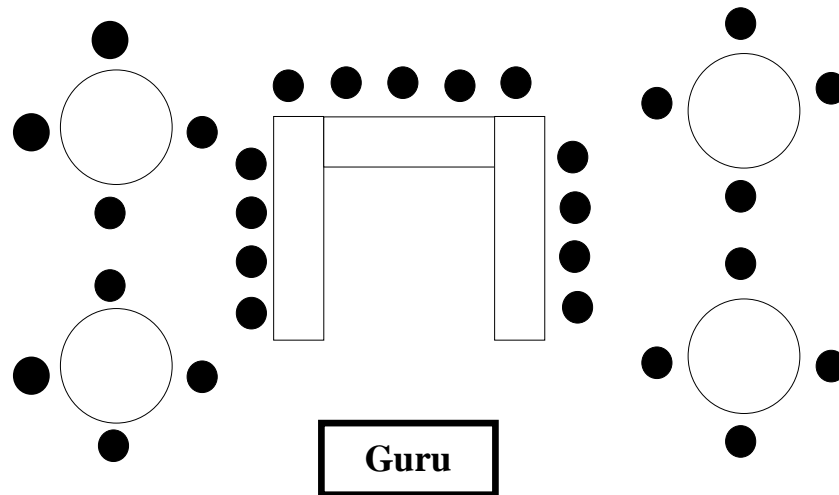


Picture 6
Conference Formation

7) Breakout Groupings Formation

In this formation, the students are divided into two kinds of seating formations, letter U and little groups. Little groups are given task by the teacher

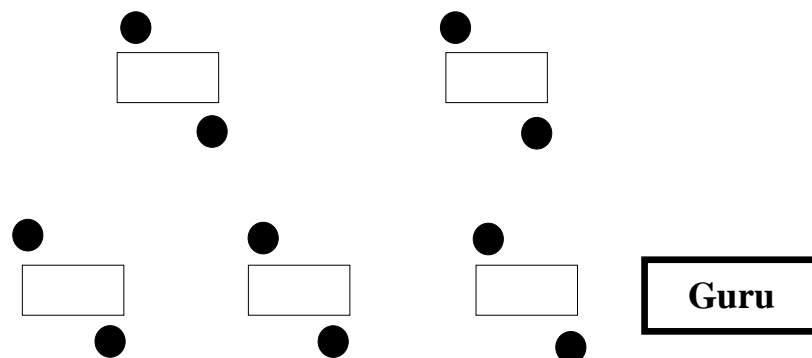
and do discussion with their member, meanwhile in letter U accept the teacher's explanation.



Picture 7
Breakout Grouping Formation

8) Workstation Formation

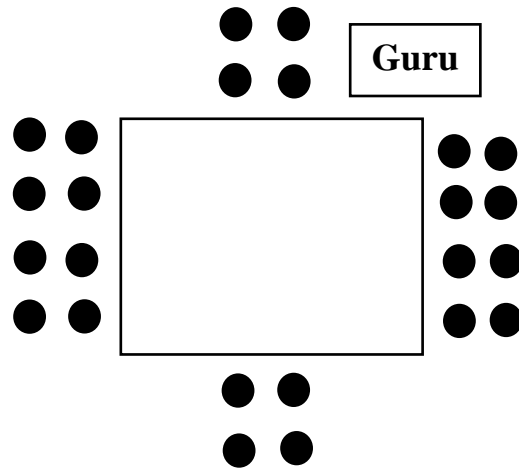
This formation is appropriate if implemented in laboratory which is each student sits on a table to operate the machine or computer. This formation placed two students to in a same table.



Picture 8
Workstation Formation

9) Group on Group Formation

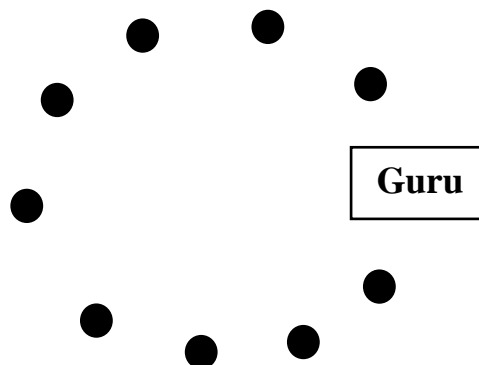
This formation makes some groups sit together in big square table (some tables that set to be one). This formation is appropriate for group activity like debate or discussion.



Picture 9
Group on Group Formation

10) Circle Formation

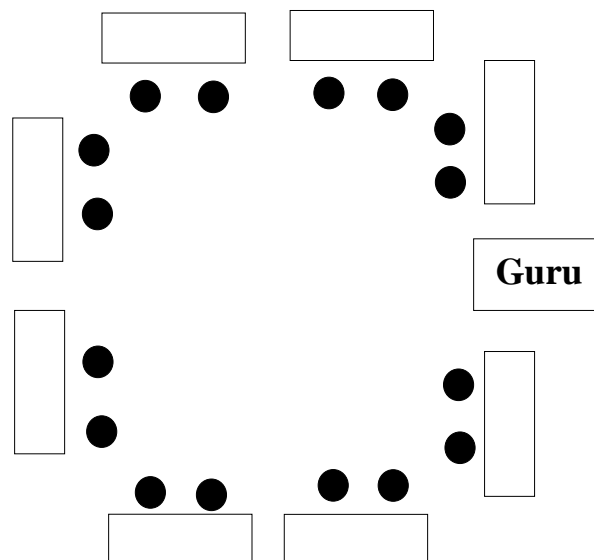
Circle formation placed the students to sit into circle form without using table and chair. Both students and teacher able to interact during learning process. Students will directly focus on the teacher.



Picture 10
Circle Formation

11) Peripheral Formation

Peripheral formation makes the students sit like circle form, but the table is put behind the students. this formation appropriate to learning activity which need students to write or discussing.



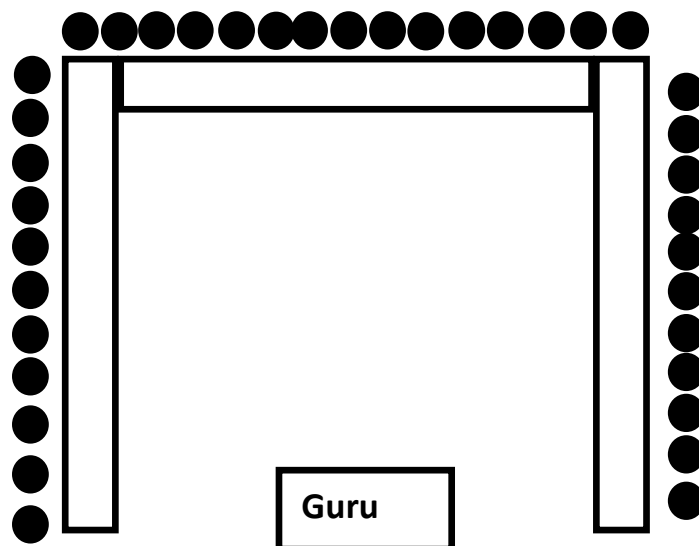
Picture 11
Peripheral Formation

One of the aspects in classroom facilitate is student's seat. Teacher as the classroom manager must pay attention toward the formation of student's seating in order to complete the effectiveness of teaching and learning process. According to Sardiman (2015:77), another teacher's skill in manage the classroom is student's seating arrangement in order to make the knowledge spread all over the students. Furthermore, Djamarah (2010:204) stated that seating formation affects students in learning process. Besides, Masitoh and Ibrahim (2011:135) explains that arrange the student's seating and decor the classroom can increase the student's motivation in learning. It can be implied that student's seating formation

affects motivation learning. Teacher must set the student's seating to support the students in learning process.

2.1.4 Concept of Letter U Seat Formation

Letter U formation or also known as the U-shape or Horseshoe is one kinds of student's seating arrangement which placed the students in form of letter U and teacher place in the front of the students. Hamid (2014:131) describes form of letter U formation, as follow:



Letter U formation is an effective seating formation. According to Hamid (2014:131), letter U formation is very interesting for the students and can make the students enthusiastic to follow the learning process. Additionally, Husein (2017:95) states that letter U formation makes the students easy to see the teacher and the visual learning media. From the explanation, letter U formation is effective to support the students to learn. By implementing letter U formation, students are easier to see the teacher, so students can more focus for teacher's explanation. According to Setyanto (2014:30), the setting of the student's seating

must give the space that can make the students and the teacher easy to move. From the statement above, it means that when managing the student's seating, teacher should make sure if both the teacher and the students are easy to move during learning activity.

Letter U formation makes the students and the teacher easy to do interaction because in letter U formation both the students and the teacher are be able to moved freely. Wiyani (2014:137) states that teacher is the most person who can move to the all direction and make contraction with the students. Moreover, Wiyani (2014:137) explains that letter U formation is appropriate to be applied in discussion or presentation activity.

From those statements, it can be implied that letter U seating arrangement is an effective student's seating formation that can make the teacher easier to move when the teacher is explaining the material, and effective to be applied in discussion or presentation learning activity.

2.2 Review of Previous Related Researches

There are some researchers who have conducted the similar research. Anisa in 2017 conducted the research entitle *Pengaruh Penataan Formasi Tempat Duduk U Terhadap Peningkatan Motivasi Belajar Sejarah* which is conducted in tenth grade social class of SMA Negeri 3 Kotabumi. The researcher uses descriptive quantitative research method. The result of the research shows there is significant influence by implementing letter U as seating arrangement. In the other word, letter U formation made student's learning motivation is increased. The similarity with this research is the researcher uses student's motivation as

variable. The differences of this research is the researcher uses experimental study as research method.

The next research is conducted by Nurmala in 2014 entitle *The Effect of U-Shape (horseshoe) Seating Arrangement on Speaking Ability* which is conducted toward tenth grade students in SMK TI Airlangga Samarinda. The research method uses experimental research with 44 students as the sample. The result of the research shows that students in control group (U-shape seating arrangement) got the better score (76,8) than students in control group (traditional seating arrangement) that get score (73,3). The researcher concludes if seating arrangement gives significant improvement to students' speaking ability by implementing U-shape seating arrangement. The similarity with this research is the researcher uses purposive sampling technique in choosing the sample. The differences with this research is the researcher uses the tenth grade students in population.

The last similar research is conducted by Deepraj in 2014 entitle *Pengaruh Pengaturan Tempat Duduk U Shapeterhadap Konsentrasi Belajar Siswa Primary di Harvard English Course Sei Rampah* which is conducted toward 15 students of primary in Harvard English Course. The result from the research shows that U-shape formation can increase student's concentration with the score is ($p = 0,001$ ($p \leq 0,05$), $M0 = 84,67$, $M1 = 87,47$). The similarity with this research is the researcher uses Likert scale as data collecting technique. The differences with this research is Z-test formula is used in data analyze.

Based on previous related researchers above, the researcher assume that Letter U seat formation can increase students especially in students' motivation in learning. It can be seen on the result of the research above.

Classroom management is important aspect that be able affects students' learning motivation. Learning motivation support the students to learn and achieve the learning goals. The teacher have to manage the classroom to be effective in order to encourage and motivate the students to learn. There are many aspects which are included in classroom management, one of the them is seating arrangement. The teacher have to apply the effective seating arrangement to support the students to learn. In other word, seating arrangement can improve student's motivation in learning. One of the recommended seating arrangement by the experts is letter U or U-shape formation.

This seating arrangement is believed able to increase the students' focus because the students are placed like letter U form. If the students focus on the teacher, it means the students are motivated to learn. Besides, letter U formation can avoid the students from bad manners. The students will be discipline participants in the teaching learning process. Thus, the researcher assumed if the letter U is one the effective student's seating arrangements that can motivate the students to learn.