

**THE INFLUENCE OF CLASSROOM ENVIRONMENT ON STUDENTS'
MOTIVATION IN LEARNING ENGLISH**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2021 M/1442 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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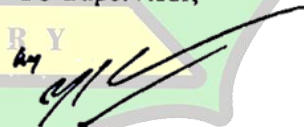
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in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

On:

Tuesday,

27 July 2021
17 Zulhijah 1442

In Darussalam, Banda Aceh

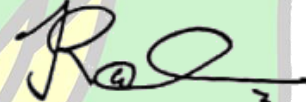
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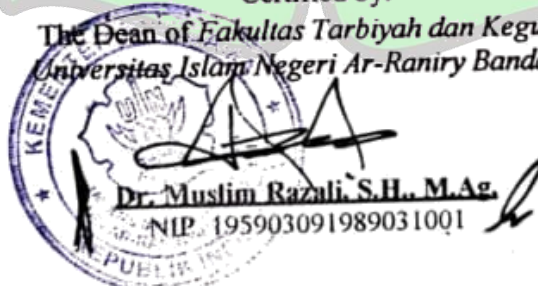
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The Influence of Classroom Environment on Students' Motivation in Learning English

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most Gracious the most Merciful, All praises to Allah SWT for all blesses in completing this thesis. Peace and salutation may forever grant to the noble prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

First and foremost, my deepest gratitude to my thesis supervisors, Ms. Syarifah Dahliana M.Ag.,M.Ed.,Ph.D, and Mrs. Rahmi Fhonna,MA for their assistance, guidance, advice, insightful comments and suggestions in completing this thesis. Without their assistance in every step throughout the process, this thesis would have never been accomplished. My appreciation also goes out to my academic supervisor Mr. Prof.Dr.Teuku Zulfikar, S.Ag.,M.Ed who has guided me since the first semester in the Department of English Language Education.

Second, my profound gratitude to my beloved parents Alm Jairman and Juairiah for providing me with unfailing support, for always loving me so completely and for being by my side whenever I need a guiding hand. Then, to my beloved sisters Novelia Sulastri, S.Pd, Novaria Sulistiani, Amd.Keb, and dr.Novonia Sanubari for all unconditional love and support.

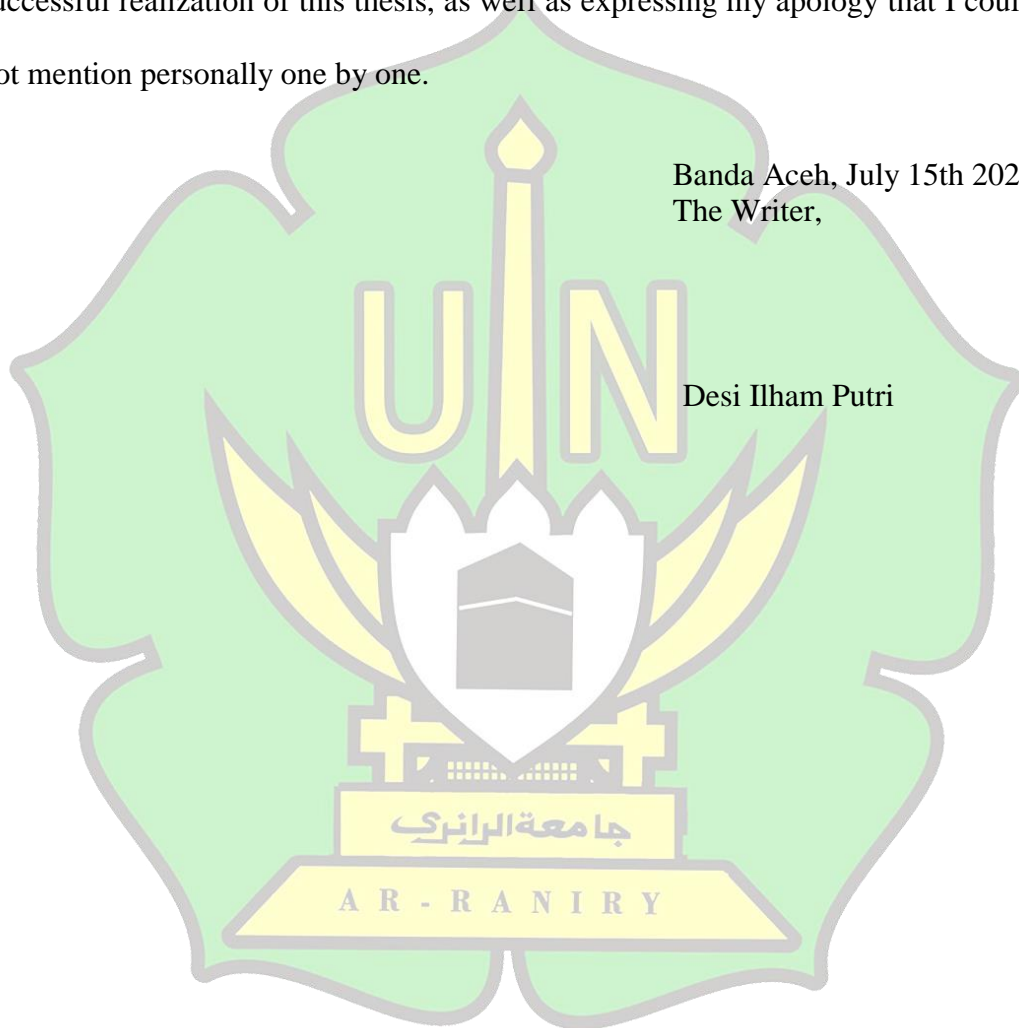
Last, my appreciation and gratitude address to my beloved friends who went through hard times together, cheered me on, and celebrated each accomplishment; Nanda, mbakrid, ika, uwais, silvi, mutia, sherin, vonna, ajun,

sisca, wela, sofia, rita, hesti, fathur, dayat. Also unforgettable big thanks to kaktary, bg imam and bg fajar for their invaluable assistance and insights leading in completing this thesis.

Finally, I would like to thank everybody who was important to the successful realization of this thesis, as well as expressing my apology that I could not mention personally one by one.

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ABSTRACT

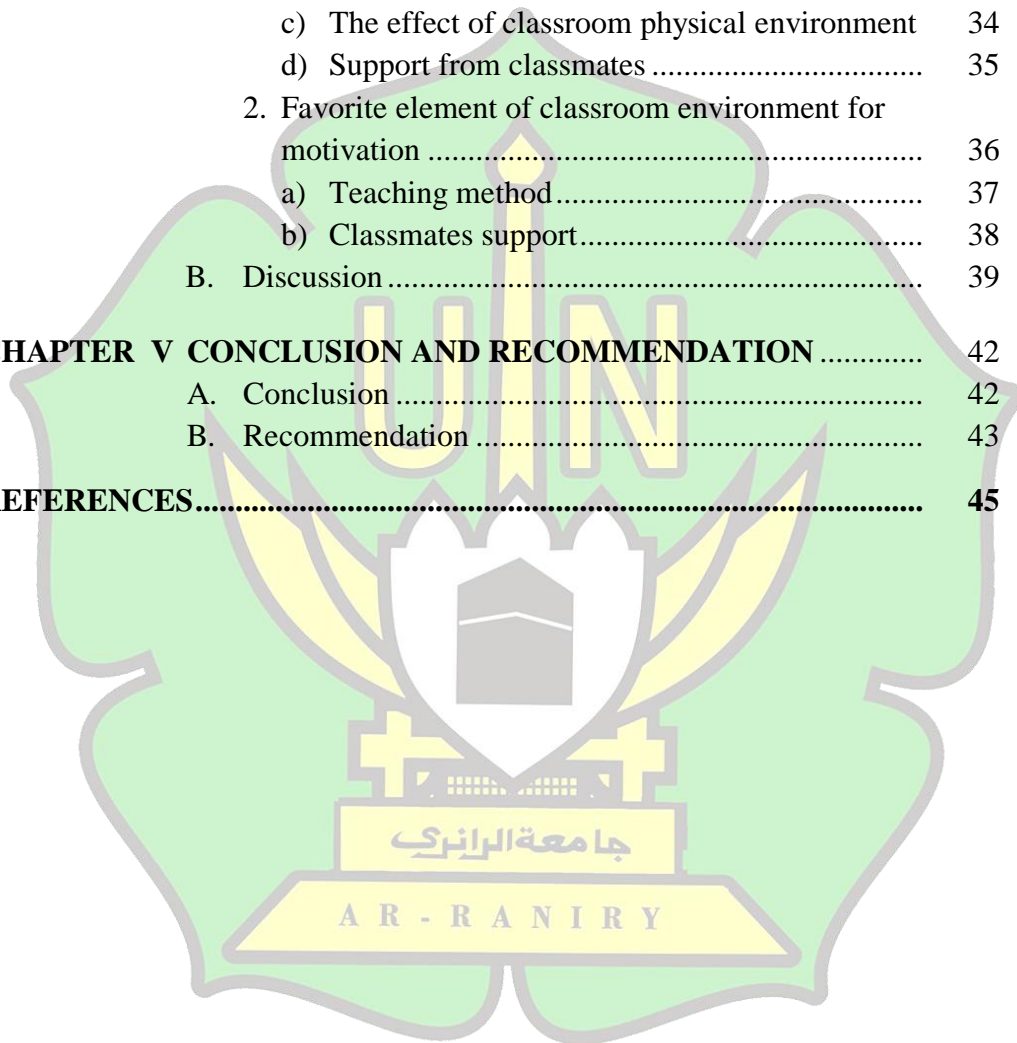
Name : Desi Ilham Putri
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Thesis working title : The Influence of Classroom Environment on Students' Motivation in Learning English
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Keyword : Classroom environment, motivation, learning english

There are a lot of different factors that could affect students' motivation in learning. One of the example is classroom environment, the physical arrangement of classroom furniture and equipment, as well as the psychosocial and educational aspects inside the classroom. The purposes of this study are to discover the roles of classroom environment affect students' motivation and to figure out the dominant elements of the classroom environment that greatly affect students' motivation. Therefore, qualitative approaches with a semi-structured interview were employed in this study to acquire in-depth information from 5 students at MAN Model Banda Aceh. The information gathered during the interviews was transcribed and analyzed. The findings of this study revealed that the way of classroom environment influences students' learning motivation could be seen based on the teachers' teaching style, the teachers' personalities, the effect of the physical classroom environment, and the support from classmates. The dominant element of classroom environment that affect students' motivation are the teachers' teaching style and the classmates' support. Based on the finding of this study, it was concluded that students' motivation is greatly affected by the factors mentioned above and it is the responsibility of the teacher to implement those factors in their teaching process.

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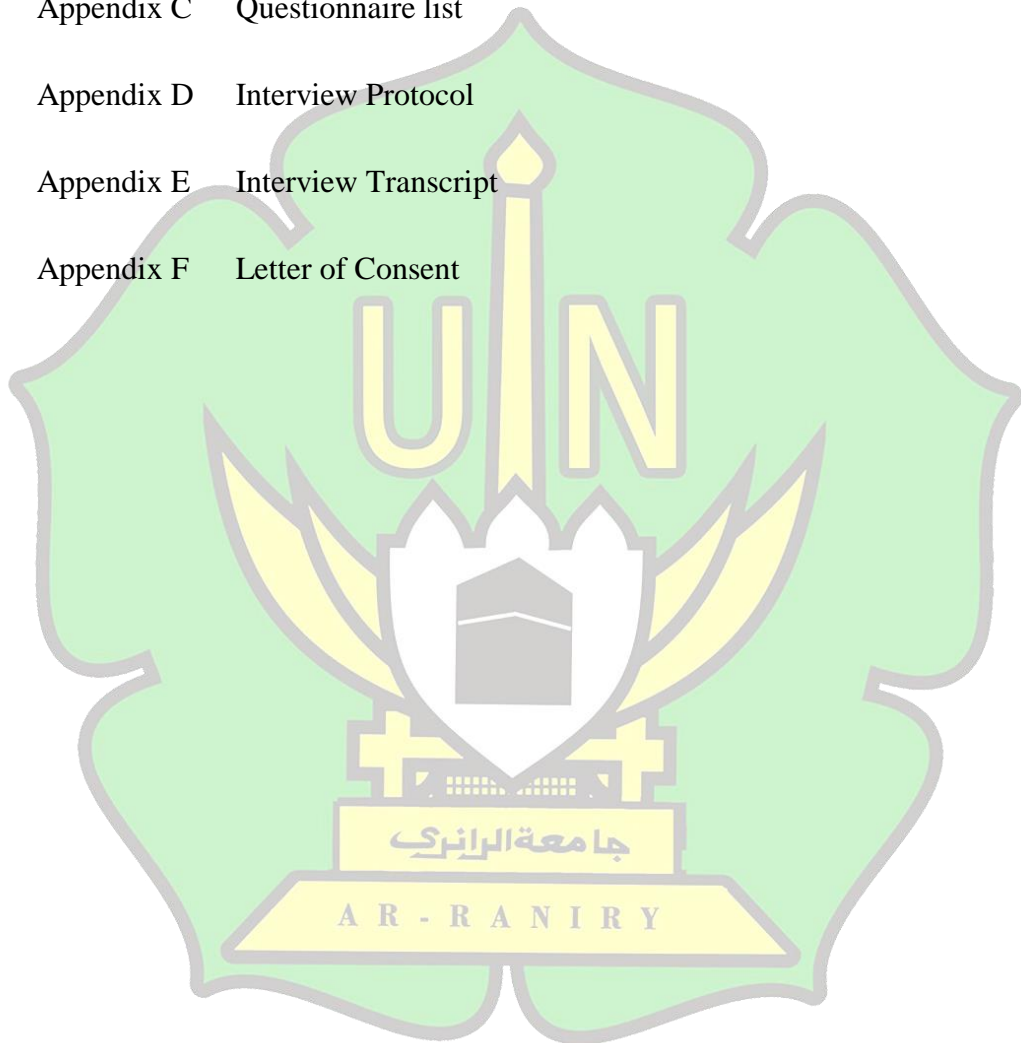
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CHAPTER I

INTRODUCTION

The background of the study, the research questions, the scope of the significance of the study, as well as the definition of key terms are all presented in this chapter. This section serves as an introduction to the research that will be carried out later.

A. Background of Study

Growth and mental development of children cannot possibly be grown and developed properly without training and educational guidance. This education is related to the physical and spiritual growth and development of children. Education as a process of maturing of a person is carried out by adults towards children through an educational process, both formal and non-formal. According to Bhardwaj (2016), “education is the vehicle of knowledge, self-preservation and success. Education not only gives us a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect” (p.24). The fundamental education for children started from their parents at home. The particular function of parents is to establish children's character and prepare them to live in society.

On the other hand, there are other educational sources that can develop the child's personality to be better and even expand the potential that is in the child. The institution is a school. In general, school is an educational institution designed to teach and educate children which is the same as the role of parents, but the

school is more formal and the person who educates children in school is called a teacher. According to Shishavan and Sadeghi (2009) “good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning” (p.130). The teacher has the responsibility to see everything that happens in the classroom to help the student development process. In order to make the teaching and learning process in schools occurs, students must have the main learning space, namely classrooms. A classroom is a place where students will visit every day when school is running and they spend hours studying there. When students first step into a classroom, they will assess the condition of their class. The first thing comes to their mind will be likely how desks are arranged; what is hanging on the walls, and how a teacher sets up their class allowing them to communicate with their students non-verbally. When class conditions can be arranged properly, students will easily adapt to this environment and try to make themselves comfortable to absorb the knowledge given by the teacher easily. Other than classroom conditions, there are other factor that can enhance student enthusiasm in studying, namely motivation.

Motivation is a reasons for doing something or the level of enthusiasm. Motivation is described as the reasons why someone does something or the amount of enthusiasm with which they do it. It is one's inner force that motivates them to take action and achieve their goals. Student motivation is an essential element that is necessary for quality education. “Teachers are able to notice students motivation when they pay attention, begin working on tasks immediately,

ask questions and volunteer answers, and appear happy and eager” (Palmer, 2007).

Based on the explanation above, it can be seen that motivation is a crucial thing to increase students' willingness to learn, the teaching-learning process will be running well if there is a willingness to learn from the students themselves. If in a situation where there is no reciprocity from students because there is no motivation to learn from them, it means that there is no interaction between teacher and student. If there is motivation in students, they will be enthusiastic about receiving knowledge and can even get extraordinary achievements. It is supported by Winkel (as cited in Pratiwi, 2015) who states that motivation is a fundamental point in gaining success of students. Learning English nowadays is really important because it is considered as an international language. Despite the fact that English is listed as a foreign language in Indonesia, it is taught at all levels of education. Moreover, every child has different motivations when learning English. The ups and downs of motivation make their achievement in school unstable and even decrease.

As previously explained, classroom has a great influence on the increase and decrease in student motivation in the class. Some students dislike their class because the seating arrangement does not correspond to their preferences or some students dislike the way their teachers teach because it does not correspond to their skills. However, it is not ruled out that some students enjoy their classes because the arrangement of the classroom is according to their needs and enjoy the teacher's style because it is adapted to the students' personalities. Hence, the

classroom environment plays an important role in students' english learning success since the learning process takes place. Furthermore, the researcher is interested to find out the ways of classroom environment affect students' motivation at MAN Model Banda Aceh.

B. Research Question

This research is guided by two research questions; they are as follows :

1. How does classroom environment affect students' motivation at MAN Model Banda Aceh ?
2. What is the dominant element of classroom environment which greatly affects student motivation at MAN Model Banda Aceh?

C. Research Aim

The objectives of this research are :

1. To discover the ways of classroom environment affect students' motivation at MAN Model Banda Aceh.
2. To figure out the dominant element of classroom environment which greatly affects student motivation at MAN Model Banda Aceh.

D. Significances of the Study

This study is mainly concerned on the perception of students on the influence of classroom environment on students' motivation in learning English. The results of this study are definitely expected to gain the benefit for teachers, the student, and other researchers. For teachers, this study expected to increase awareness among teachers to consider that classroom environment is the crucial

part in improving students' motivation in learning English and may inspire them to looking for new resources to make the upcoming classroom environment better than the last. For students, this study is expected to increase students' understanding of the role of motivation in learning English and to greatly aid students in learning English. Furthermore, it provides information to other researchers who are interested in researching a similar subject.

E. Terminologies

There are some basic terms need to be defined to know their real meaning to avoid misunderstanding.

a. Classroom Environment

According to Tollefson (2000), the classroom is where students learn about their ability to contribute to the development of their identity and society. It is here that students gain the skills they will need to achieve their long-term goals and objectives. In this study, the researcher chooses physical environment and the classroom activity as the element of the classroom environment.

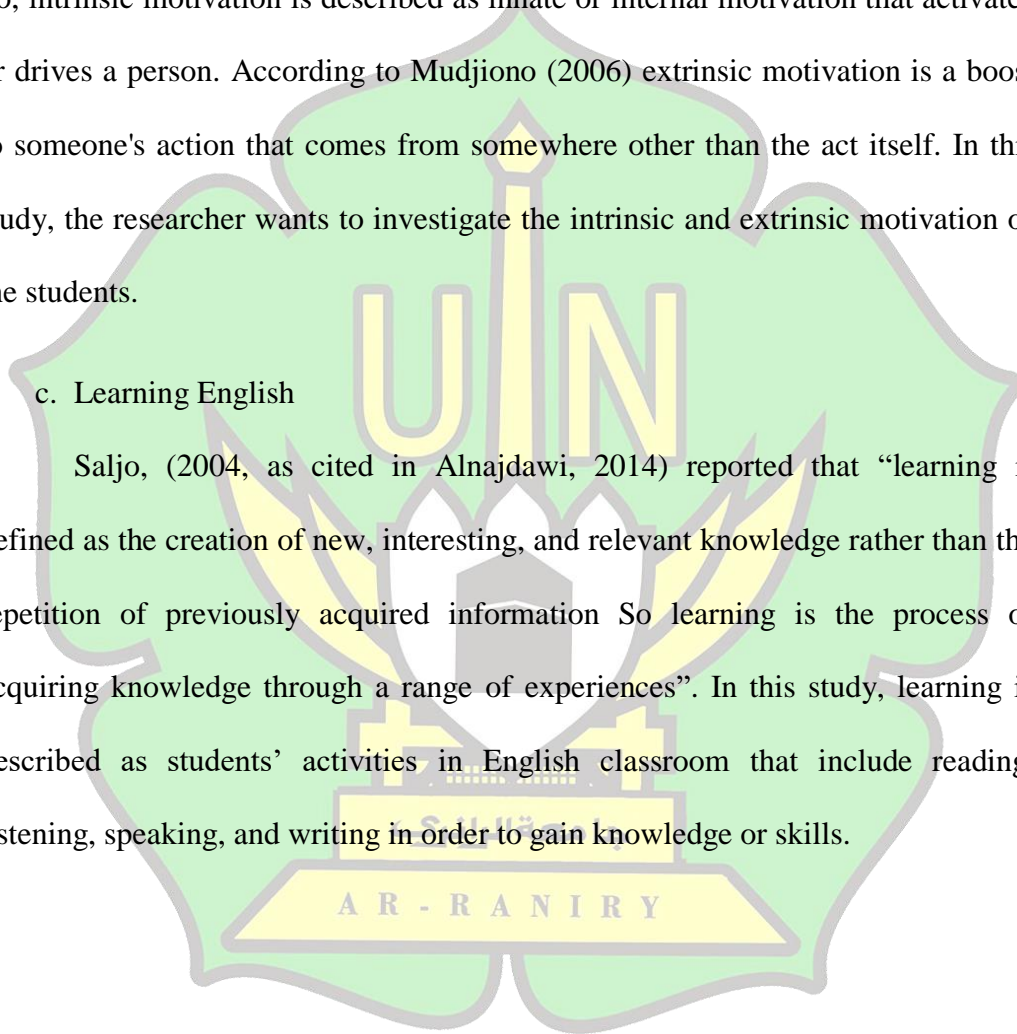
b. Motivation

There are many different definitions for the term motivation. Mudjiono (2006) define motivation as the mental power that encourages students to act such as the attitude of students when they are learning. Motivation has an impact on all aspects of a person's will, both externally and internally, and it also has an impact on students at various stages of their education. As its definition, motivation could drive somebody to do something (Hanyeq, Suhatmady, & Syamdianita, 2018). There are two types of motivation; intrinsic and extrinsic. According to Ryan and

Deci (2000) intrinsic motivation can be sustained or increased by both perceived competence and learning autonomy, and it is measured by learners' free choice (self-determined learning), their perceived interests and satisfaction of learning. So, intrinsic motivation is described as innate or internal motivation that activates or drives a person. According to Mudjiono (2006) extrinsic motivation is a boost to someone's action that comes from somewhere other than the act itself. In this study, the researcher wants to investigate the intrinsic and extrinsic motivation of the students.

c. Learning English

Saljo, (2004, as cited in Alnajdawi, 2014) reported that “learning is defined as the creation of new, interesting, and relevant knowledge rather than the repetition of previously acquired information So learning is the process of acquiring knowledge through a range of experiences”. In this study, learning is described as students’ activities in English classroom that include reading, listening, speaking, and writing in order to gain knowledge or skills.



CHAPTER II

LITERATURE REVIEW

The related theories used in this study are explained in this section. The following subtopics are covered in this chapter: learning environment, classroom environment, motivation in learning english, and previous study.

A. An Overview of Learning Environment

1. Definition of learning environment

Saljo, (2004, as cited in Alnajdawi, 2014) reported that learning is defined as the creation of new, interesting, and relevant knowledge rather than the repetition of previously acquired information. According to Holland, in addition, (1997, as cited in Anagun, 2018), environments promote the production of competencies, encourage people to participate in various activities, and reward people for demonstrating values and attitudes.

Lim and Fraser (2018) stated that the learning environment refers to the social, psychological, and pedagogical contexts in which students learn and which influence their performance and attitudes. Mariyana and Setiasih (2017) also reported that the learning environment allows students to dedicate themselves to tasks, be imaginative, and learn a variety of new habits as a result of these activities. In other words, the learning environment can be thought of as a "laboratory," or a place where students can explore, experiment, and express themselves in order to learn new concepts and knowledge.

2. The scope of learning environment

Learning environment is divided into three categories: family, school, and community. More information will be given in the sections that follow.

a. Family as the first learning environment

According to Friedman, (2010, as cited in Widiastuti, Hartini and Rakhman, 2020) a family is made up of two or more people who are related by blood, marriage, or adoption, and who live in the same home, associate with one another, and contribute to the creation and maintenance of culture in their respective roles. There are eight family roles, Rochaniningsih, (2014, as cited Widiastuti, Hartini and Rakhman, 2020) Religious Function: Children are shown examples of religious practices that the family has embraced. 2) Socio-cultural role through the reading of stories or legends, as well as the introduction of music, art, and regional dances. 3) The function of love by demonstrating how to communicate with others. 4) The security feature allows children to express their feelings by providing examples of healthy living. 5) Reproductive function, emphasizing the importance of maintaining personal hygiene, especially after using the restroom. 6) The role of socialization and education is carried out by instilling strong interpersonal skills. 7) Economic features, such as encouraging children's actions in areas such as saving behaviors, lifesaving, money management, and so on. 8) Include examples of how to clean homes, care for plants, and raise pets as part of the environmental maintenance function.

The family has a significant influence on a child's development, influencing behaviors, values, opportunities, habits, and personality traits.

Bandura (1997, as cited in Turner, et.al., 2009) stated that a family's overall feeling of self-efficacy may be influenced by the atmosphere created by a particular parenting style. Self-efficacy is described as the belief in one's ability to plan and carry out the actions necessary to achieve specific goals. According to Tatjana (2006), when it comes to their children's growth and education as a whole, parents play a critical role, as they are the ones who are responsible for their children's overall physical and intellectual development before they are independent and ready to face the complexities of the world they live in. Parents are aware of the work that goes into the growth of their children, but they also need pedagogical knowledge about their children's right to education. In other word, the family has a significant impact on who a child becomes and what he or she achieves.

Over the last three decades, a growing number of studies have demonstrated that the home learning environment (HLE) is a significant indicator of variations in children's academic and social development (Tamis-LeMonda, Luo, McFadden, Bandel, & Vallotton, 2019). When parents participate in their children's education, the results are generally optimistic and encouraging. They are typically related and behave under their own parental attitudes in this regard, which are conveyed through their demonstration of reciprocal confidentiality regarding the children's capacities and overall learning ability, which leads them to success in learning, education as a complex process. As a result, parents should get involved in helping their children with their homework, as this is one of the main strategies for ensuring their children's success in school. The educational level of children in a family is more dependent on the level of education of the

parents, so this aspect has a significant impact on family relationships and the successful development of children (Ceka and Murati 2016).

According to Vukasovic (1994), children have two primary instructors in their lives: their parents and their teachers. Parents are the primary educators until their children enter kindergarten or begin school, and they continue to have a significant impact on their children's learning throughout their school years and beyond. Parents children's strongest role model and greatest influence. However, if parents have a good impact on their children's daily life, particularly in their daily schooling, the future will be more gorgeous and successful.

The learning environment in which a kid grows up has a big impact on his or her linguistic and cognitive development. Three central aspects of the home learning environment that promote children's language and pre-academic skills in early childhood are their involvement in learning activities, the consistency of parent-child interactions, and the availability of learning materials (Rodriguez & Tamis-LeMonda, 2011).

b. School as the learning environment

Mick (2011, as cited in Arshad, Ahmad, Qamar and Gulzar, 2018) the school atmosphere encompasses a variety of factors such as school settings, student safety, teacher safety, head and support staff safety, plants, physical and instructional facilities, and the fairness and adequacy of disciplinary procedures. In order to better promote education, a learning atmosphere must feel secure and relaxed. Threats to personal safety, abuse, and bullying are not tolerated in a healthy school setting, which is organized and welcoming. Teachers, workers,

pupils, and families all contribute to these circumstances. Furthermore, community members must assist the school from the outside, ensuring the safety of the surrounding communities. Poor academic performance is linked to unsafe school settings, as measured by student self-reported measures of aggression (Bowen & Bowen, 1999).

The teacher is a prominent person who is responsible for educating human beings in order to develop a devout and obedient Muslim generation capable of carrying out their personal tasks, family obligations, communal responsibilities, and state affairs (Abdurrahman, 2013). Teachers are considered as a significant component in establishing a pleasant academic environment, which includes their traits of having strong subject matter expertise and investing adequate time in teaching, such as being a full-time teacher in a single-school. These accomplishments include their ability to create a successful classroom atmosphere, comprehend the curriculum and its purpose, modify teaching and learning techniques, and reflect on their teaching and the responses of their students. A pleasant academic environment, according to this, comprises competent teaching, a focus on independence, clear objectives and standards, proper evaluation, and acceptable workload.

According to Kiatkheeree (2018) physical environment is considered as one key component in creating a successful learning environment since classroom environment impacts students' learning achievement. Noise, crowding, housing, and neighborhood quality are all aspects of the physical environment that humans have created, in addition, asserts that noise affects learners' reading abilities,

cognitive development, physiological indicators, and motivational tasks. Maintaining and creating adequate settings are critical in encouraging and inspiring learners, it is feasible to claim. Physical resources are said to have a significant impact on students' success. As a result, students, instructors, and everyone else involved in the educational system should be examined in order to acquire insight into associated learning environment variables that contribute to a productive classroom environment.

In an article titled *The Role of the Supportive School Environment in Promoting Academic Success*, Schaps (2005) asserts that the school environment has a substantial impact on students' learning and progress, as well as a crucial element of their social, emotional, and ethical development. Students are less likely to engage in substance misuse, violence, or other negative conduct if they perceive their school environment to be helpful and caring. According to the findings, supportive schools encourage these beneficial outcomes by encouraging kids to feel connected, belonging, or part of a community. These phrases are used interchangeably in this context to relate to kids' perceptions of having a close, respectful connection with their classmates and adults at school. As a result, encouraging academic achievement through the development of a school community is a viable option. Students who see their school as a loving environment are more motivated, ambitious, and involved in their studies. Students' active connections with instructors, as well as their beliefs that teachers care about them, are what motivates them to work hard and engage in class.

c. Community as the learning environment

A community is a large social group that shares the same physical or social region and is generally governed by the same governmental authority and cultural norms. Societies are defined by patterns of interactions (social relations) among individuals who share a similar culture and institutions; a society may be defined as the sum of these relationships among its constituent members. In the social sciences, stratification or domination trends in subgroups are often observed in a broader society.

The life of the society in which students live has an effect on their ability to learn. If a culture is made up of uneducated people who gamble, cheat, and have poor habits, it would have a negative effect on the students who were present. Children would be drawn to emulate the behavior of those around them. This will result in interruption of student learning and even a loss of interest for learning because his attention will be drawn to the activities that those around him are already doing. Conversely, if the child lives in an atmosphere that is raised by a parent who has good behavior, educates and takes his child to school, and is excited about his child's lofty expectations for the future, the child will be influenced by the things that are done by the people in his environment, and will do as the community does. This effect has the potential to increase students' motivation to study even harder. As a result, it is important to aim for a positive atmosphere that will have a positive impact on the child or student, allowing them to learn as effectively as possible (Daryanto, 2013).

As the world in which educational activities take place, society has a significant impact on the outcomes of all educational activities. The younger generation is the generation that will carry on the community's traditions, both in terms of formal and non-formal education. As a result, the ingredients given to students as the nation's next generation must be tailored to the circumstances and demands of the society in which educational activities are conducted.

The following are some of the positions that society plays in education: Hasbullah (2013).

- a) The society is involved in the establishment and funding of schools.
- b) The group as educators, ensuring that the school strives to assist and uphold society's values and needs.
- c) Museum houses, libraries, art levels, zoos, and other learning opportunities are provided by the government.
- d) Learning opportunities are available in the community that can be brought to school. Many people in society have specialized skills, such as farmers, breeders, merchants, police officers, physicians, and so on. In order to add perspective and information to students, a variety of occupations may be used as resource persons in a workshop / seminar activity.
- e) The community as a learning laboratory or a source of lessons. The community's job is to provide learning material in the form of natural aspects of industry, housing, transportation, plantations, and mining, among other things.

B. Classroom Environment

The classroom is where students learn the different skills that are needed to qualify them to be responsible adults. According to Tollefson (2000), the classroom is where students learn about their ability to contribute to the development of their identity and society. It is here that students gain the skills they will need to achieve their long-term goals and objectives. Moreover, according to Young 2013 (as cited in Fatima et al., 2018), the classroom should be a "home away from home" for both teachers and students so that students feel secure, cared for, and happy in a positive learning atmosphere. Students can learn in an exciting and confident atmosphere in an effective classroom setting. It entails safeguarding regulations as well as enticing knowledge.

Furthermore, according to Davies, et.al (2013), the classroom atmosphere is defined by the physical arrangement of classroom furniture and equipment, as well as psychosocial and educational aspects inside the classroom. There are several elements of classroom environment :

1. Physical Environment

The physical environment is the first stage in creating a well-organized environment favorable to learning (Stewart, Evans & Kaczynski, 1997). Designing places for certain activities, choosing and arranging furniture, arranging seats to encourage learning, decorating sections for specific purposes, and organizing materials and locations for easy access are all part of the process of designing a classroom's physical environment, according to him.

If the classroom atmosphere is disorganized and unappealing, it may have a detrimental impact on how teachers and students feel, think, and act (Stewart, Evans & Kaczynski, 1997). Furniture should be placed in such a way that proper traffic patterns may be created and that all items are conveniently accessible. Desks can be placed in groups to generate extra space in a classroom for proper traffic patterns. Because students with impairments can move or be moved about the room more easily, it becomes more welcoming (Landau, 2004). Teachers can move around the classroom more readily now that the desks are arranged in groups, keeping an eye on student conduct. Clustering the students' desks can also serve to establish an environment where kids feel at ease working together with their classmates and asking for assistance if they need it.

Stewart, Evans & Kaczynski (1997) argued that "an orderly and attractive environment can have a positive effect on behavior by improving the level and quality of student interactions, so that teachers and students carry out activities efficiently without excessive noise or interruption" (p. 53). Landau (2004) concurred that "visual learners, for example, do better at any level if the classroom has interesting and appealing items on display" (p. 16). Teachers can enhance the visual attractiveness of their classrooms by placing bright, colorful displays or bulletin boards throughout the room. For example, a bulletin board can help students understand a subject by graphically displaying information from a unit of study (Landau, 2004).

2. Time/ Instructional Management

Teachers must develop and stick to timetables for both the classroom and individual students in order to keep a classroom operating properly (Stewart, Evans & Kaczynski, 1997). Teachers should be able to devote as much time as feasible to core topic education using these plans (Stewart, Evans & Kaczynski, 1997). As a result, teachers who stick to their lesson plans are less likely to run out of time for other subjects.

Stewart, Evans & Kaczynski (1997), moreover, stated that "It is helpful to plan a routine to open each day or period so that students know exactly what to do and a closing routine to tie together the school day or period in a pleasant, orderly manner". Teachers will be able to reduce wasted time and increase teaching time by creating such a strategy. According to Moore (2001), author of the book "Classroom Teaching Skills", instructional time is defined as "blocks of class time translated into productive learning activities" (p. 362). To maximize learning, students should be actively engaged for the majority of the school day. Teachers should use resources that are interesting and relevant to their students. Long and short term goals should be presented to students. Students will be more likely to succeed in school if these goals are met because they will get instruction that is tailored to their educational requirements (Stewart, Evans & Kaczynski, 1997).

3. Teacher Effectiveness

It is normal for students to not always pay attention to the course material. While studying, students may consider something else that is more intriguing to them than the material being presented in class. As a result, teachers must

discover an appropriate approach, content, and appealing environment to pique students' attention in class (Dahlia, 2019). Teachers must create an environment in which students are inspired and motivated to study. Gillet, Vallerand, Amoura, & Baldes, (2010, as cited in Inayat and Ali, 2020) found that teaching styles are important environmental and social elements in satisfying the demand for belonging in the classroom, which influences motivation and performance. The ability to form strong relationships with students is a key element in teacher success. Since the teacher is directly connected with the students in the class, the teacher's method of transmitting information to the students will have an impact on the students' achievement of educational goals (Dahlia, 2019). A teacher who is unable to communicate effectively with his or her students will be ineffective. Teacher-student connection even after taking into consideration their control views and prior motivation, positively can predict students' self-reported motivation in schools (Wentzel & Caldwell, 1997). Students who perceive positive interactions with teachers are more likely to participate in academics, leading to higher involvement and total academic accomplishment (Davis, 2003; Klem & Connell, 2004, as cited in Inayat, 2020). Involvement of both students and teachers in teaching and learning activities is critical for effective teaching. As a result, successful teaching should fully engage students, as learning focuses not just the ultimate outcomes but also the learning process (Rahma and Setiyana, 2019).

4. The Influence of Classmates

According to Brownell (2003, as cited in Finch 2019), interactions with classmates become an increasingly crucial way for children to develop controlling their attention and behaviors during elementary school. Nicotra (2003 as cited in Muller, Hofmann & Arm, 2017) also stated that schoolmates are crucial interaction partners and a valuable resource for forming social networks. On the other hand, Studer (2016, as cited in Muller, Hofmann & Arm, 2017) stated that in the behavioral domain of delinquency, the influence of classmates has recently been discovered in samples of teenagers. In similarly, Nichols (2001, as cited in Muller, Hofmann & Arm, 2017) stated that students who are part of a group of friends perform better in school than those who are more isolated. Alexander (2001, as cited in Jones 2008) discovered that participants' learning strategies can be shared through social interactions. According to Urberg (2006, as cited in Tome G 2014), during adolescence, the peer group is extremely significant, and a close and meaningful friendship may be more vital than social group acceptance.

C. Motivation in Learning

1. Definition of Motivation

The word motivation has a number of different meanings. "Motivation" comes from the Latin word *movere*, which means "to move". According to Oxford & Shearin (1994, as cited in Alizadeh, 2016, p.12), motivation defined as "a desire to gain an objective, combined with the energy to work towards that objective". Moreover, Narayanan (2006, as cited in Alizadeh, 2016), states Motivation is the cause for one's acts or behaviors. In similar, According to

Covington and Mueller (2001), Motivation explains why individuals do what they do, what they want, and what they need. Furthermore, Gardner (1985) describes motivation as a combination of effort and desire to attain the objective of learning a language, as well as positive attitudes about language acquisition. To put it another way, motivation is what motivates students to study English, whether they want to or not.

The intricacy of the concept of motivation, according to Dornyei (2001), resides in its efforts to elaborate on a person's actions on behavior that cannot be explained by a single method. Motivation is defined as a mix of effort and desire to attain the objective of learning the language, as well as good attitudes about learning the language. To put it another way, motivation to learn a second language refers to the degree to which a person works or attempts to learn the language out of a desire to do so and the satisfaction gained from doing so. Effort by itself does not imply motivation. The motivated person puts forth effort against the goal, but the person putting forth effort is not always motivated (Gardner, 1985).

Learners are motivated when they have a goal and a plan to execute. As a result, it plays an important role in language learning. Some learners may face difficulties as a result of a lack of motivation. It is very difficult for learners to learn effectively if they do not have a desire to learn. Paying attention to the value of language, according to Huitt (2001), can assist learners enhance their drive to study even if they lack intrinsic motivation. It should be highlighted that teachers should be aware of the role of motivation in language acquisition and that they

may help students become more motivated by making specific modifications. According to Bandura (1989) Self-efficacy beliefs are a key set of proximal determinants of human motivation, emotion, and behavior. Through motivational, cognitive, and emotional intervening processes, they operate on action. Affective arousal and thought patterns, for example, are of great importance in and of themselves, not only as intervening influences of behavior. Self-efficacy has been demonstrated can influence people's actions and achievement in a variety of domains, including overcoming anxieties, professional success, difficult life transitions, and academic performance (Bandura, 1986; Chemers, Hu, & Garcia (2001, as cited in Turner,et.al., 2009). People's self-efficacy beliefs influence their motivation, which is shown in how much effort they will put forth in a task and how long they will persevere in the face of challenges. The larger and more persistent their efforts are, the more confident they are in their skills (Bandura, 1989). When confronted with challenges, those who have self-doubts about their skills slacken their efforts or abandon their endeavors early, settling for substandard solutions, whilst those who have high faith in their talents put out more effort to conquer the issue (Bandura, 1988).

2. Types of Motivation

Motivation can be divided into two types: intrinsic and extrinsic motivation. These types are as follows:

a) *Intrinsic motivation*

Intrinsic motivation is described as motivation that stems from a personal interest in or enjoyment of the task at hand, and exists within the individual rather

than relying on any external pressure. According to Ryan & Deci (2000) intrinsic motivation can be sustained or increased by both perceived competence and learning autonomy, and it is measured by learners' free choice (self-determined learning), their perceived interests and satisfaction of learning. Moreover, learning that has its own reward is referred to as intrinsic motivation (Arnold, 2000). It means that students are attempting to learn what they believe is valuable or important to them on a voluntary (rather than compulsory) basis. Students that are intrinsically motivated have an inherent incentive to learn and do not need external rewards. Additionally, students who are intrinsically motivated have no negative consequences.

b) Extrinsic motivation

Extrinsic motivation is derived from sources outside of the individual. According to Ryan & Deci (2000, as cited in Diseth 2020 “extrinsic motivation is driven by external pressure or reinforcement, such as reward or recognition, which is mainly independent of the activity itself” (p.2). The ability to receive a reward or escape punishment is known as extrinsic motivation. It stresses the need to persuade students to participate in learning tasks like homework, grades, or doing anything to impress teachers from the outside (Arnold, et al., 2000).

Extrinsic motivation is motivated by external factors including rewards or punishments. This kind of encouragement can have a detrimental effect on students. The explanation for this is that extrinsic motivation causes students to study without a genuine desire to learn or because they are motivated by the prospect of receiving rewards or punishment. When a student is motivated to learn

because he or she is offered or desires incentives, he or she will be more likely to attend classes, learn, and accomplish the target set. If these incentives are removed, or when there are no consequences, the student will lose interest in attending class to learn the language.

3. Motivation in Learning English

Motivation, according to Gardner (1985), is made up of three parts: effort, desire, and positive attitudes. These three characteristics, when combined, have a significant impact on actual motivation. Gardner (1985) emphasizes the necessity of having a strong desire to attain a goal as well as positive attitudes toward the goal, both of which lead to increased effort.

In the context of foreign language acquisition, motivation refers to a “overall objective or direction” (Huang & Wang, 2013) that can be achieved by engaging in learning activities independently of others in order to have a positive experience (Gardner, 1985). As a result, Dincer & Yesilyurt (2017, as cited in Nuraeni and Aisyah, 2020) stated that motivation is used as a metric to assess students' success or failure in learning a second or foreign language. According to Wolf, (2013, as cited in Lashari, 2018), tasks can be accomplished with just the presence of motivation among individuals. Brown (2007, as cited in Lashari, 2018), argues that students who are driven are more likely to succeed in their academic careers. According to Cheng & Dörnyei (2007), achieving a target language can be accomplished with simply motivation, which is considered as a vital aspect in justifying their efforts.

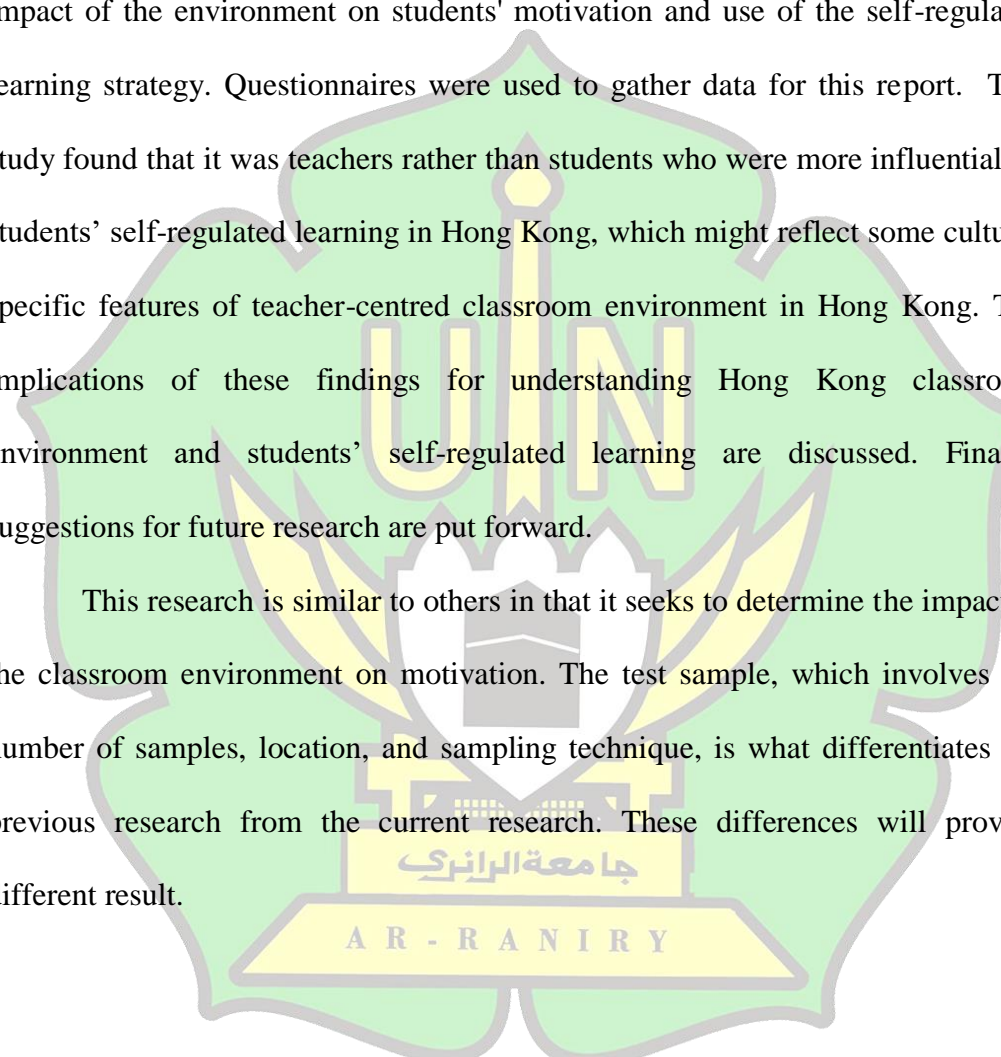
D. Previous Study

The study about classroom environment has been conducted by some researchers. The first research was conducted by Naibaho (2010) entitled “Pengaruh Lingkungan Kampus Terhadap Motivasi Belajar Mahasiswa”. The aim of this study was to identify campus environment variables that influence student learning achievement based on student preferences. The researcher use questionnaire to collect the data. The questionnaire was given to 157 students (84 females and 73 males). The questionnaire's validity and reliability were tested on nine students. The results revealed that the relationship between lecturers and students was the most important campus atmosphere variable that could influence their learning achievement, followed by campus cleanliness. The internet facilities were the component with the lowest ranking.

One similar study was also conducted by Alizadeh (2016) entitled "The Impact of Motivation on English Language Learning". The aim of this study is to provide an overview of current research on the role of motivation in the learning of a second or foreign language. Motivation is a key factor in determining whether a complex mission succeeds or fails. The researcher describes motivation, explains various forms of motivation, examines previous studies on the role of motivation in language learning, discusses motivation conditions, and finally lists main motivation factors in this paper. According to the literature review, motivation plays a critical role in successfully learning English as a foreign or second language.

In a later study, Lee (2009) conducted a research with the title “Exploring the Influence of the Classroom Environment on Students’ Motivation and Self-regulated Learning in Hong Kong”. This research looks into the characteristics of the classroom atmosphere in Hong Kong's junior secondary schools, as well as the impact of the environment on students' motivation and use of the self-regulated learning strategy. Questionnaires were used to gather data for this report. This study found that it was teachers rather than students who were more influential on students’ self-regulated learning in Hong Kong, which might reflect some culture-specific features of teacher-centred classroom environment in Hong Kong. The implications of these findings for understanding Hong Kong classroom environment and students’ self-regulated learning are discussed. Finally, suggestions for future research are put forward.

This research is similar to others in that it seeks to determine the impact of the classroom environment on motivation. The test sample, which involves the number of samples, location, and sampling technique, is what differentiates the previous research from the current research. These differences will provide different result.



CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research methodology in general, including more information on the research design, population, and sample, as well as a brief overview of the research site, instrument, data collection technique, and data analysis technique. Each of them needs to be clarified in detail to show how the writer goes in this study.

A. Research Design

Research design is one of the extensive elements of doing research. In order to gain a deeper understanding of the analysis, the researcher employs a qualitative approach. Rutberg (2018) stated “qualitative research is flexible and adapts to new information based on data collected, provides a holistic perspective on the topic, and allows the researcher to become entrenched in the investigation” (p.211). In this study, qualitative research is selected in order to obtain more detailed knowledge from the participant and to address the research questions.

B. Research Location

This study took place at MAN 1 or MAN model Banda Aceh. MAN Model Banda Aceh started from a private school SMIA (Sekolah Menengah Islam Atas) which was founded in 1957 by the SMI & SMIA foundation. In 1978 MAAIN changed its name to MAN (Madrasah Aliyah Negeri) Banda

Aceh I based on the Decree of the Minister of Religion No. 17 held by Mr. Drs. M. Jamil Rawa.

MAN Banda Aceh I launched four optional programs based on the SK Menag No. 101 described above: a) Religion, b) Physics, c) Biology and d) Social. MAN Banda Aceh has also launched Madrasah Aliyah Program Khusus (MAPK), which is based on SK Menag no. 73 from 1987. MAN Banda Aceh I has a total enrollment of over 1,000 students. Since then, MAN Banda Aceh has gained widespread recognition. There are about 1.054 students and 87 teachers in this school.

C. Research Participant

The researcher chose the participant by using purposive sampling. According to Creswell (2012), the individuals and site are selected purposefully to find out the phenomenon. The population of this study is second grade students of language class at MAN Model Banda Aceh. The researcher choose language classes because all students in these class have been learning English for two times a week (elective and compulsory) and this class is one of the best because they often join into debate or other competitions. This language classes consist of thirty one students. The participant of this study are 5 students from language classes. The researcher give the questionnaire for thirty-one students in order to be divided them into the range of high, middle and low level of motivation. Based on the result of the questionnaire, five students were chosen to conduct the interview section. It purposed to get depth-information from the participant.

D. Method of Data Collection

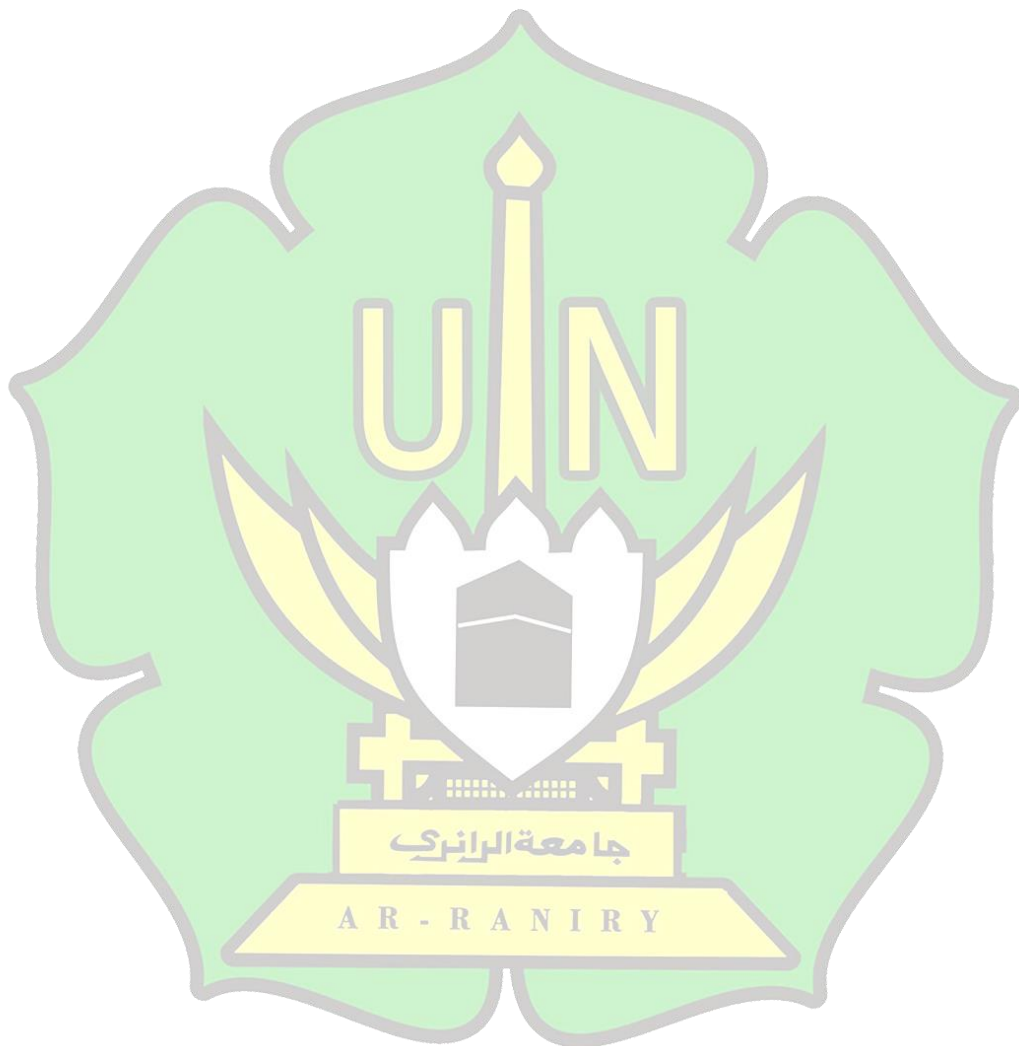
In collecting the data, the researcher choose the interview technique. The researcher chose five students as representative from this language classes to be interviewed. However, in order to take qualified students for interview, the researcher design a questionnaire as mentioned above.

After the five participant has been selected, in-depth interviews would be used to obtain data. A semi-structured interview was used by the researcher. According to Mackey & Gass (2005) a semi-structured interview is an interview that applies a written list of questions as a guide, but the interviewer still has the independence to explore for more information by asking some additional questions. The researcher conveyed a semi-structured interview because the questions can be developed based on the participants' answers and their current situation.

E. Method of Data Analysis

The information acquired was divided and addressed in numerous sections based on the theme. After the data is collected, it will be transcribed. After transcribing the raw data from the interview, the researcher reads through the entire transcripts to represent the needed data and to get a sense of the participants' overall thoughts before moving on to the particular data that is required. Giving code is the next step. In this point, the researcher explains the codes that have been assigned in order to make detail information about persons, places, or events in a setting by bracketing text and writing a word representing a category in the margins. The researcher uses a narrative format to present the

definition of the assigned codes. The most common method is to use a narrative passage to express the results. The final step is to interpret the findings; interpretation is described as a meaning derived from a comparison of the findings with knowledge obtained from the literature or theories (Creswell, 2014).



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter shows the findings and discussion about the ways of classroom environment affect students' motivation and the dominant element of classroom environment which greatly affects students' motivation in MAN Model Banda Aceh. The findings are based on data acquired through interviews with five students ; they are NP, RT, FM, MA and AN. The interviews with five students of MAN Model Banda Aceh were conducted on 07th June-14th June 2021.

A. Research Findings

Based on the result of this study, the researcher classified the findings in two themes; the ways of classroom environment affect students' motivation and students' preference of classroom environment.

1. The ways of Classroom Environment affect students' motivation

The first analysis was focus on the ways of classroom environment affect students' motivation. This section will discuss how the elements of the classroom environment might influence student motivation.

a) Teachers' style in teaching

Based on the results of the interview, all students agreed that the two teachers (compulsory and elective) in their language class have different

teaching styles. The teaching methods of these two teachers frequently change depending on the topic being covered at the moment.

RT said :

Teachers in compulsory classes usually explain the material by relating the content to everyday lives. While the teacher in the elective classes, she usually asks us to read a passage and then the teacher immediately explains the contents of the passage so that we understand right away.

The statement above was supported by MA who argued that:

Teachers in compulsory classes frequently urge to arrange words in English; for example, they may be requested to demonstrate the simple present or simple past tense. But in elective classes, the teacher would usually instruct us to read the material and then ask us what the material means so that we not only read but also understand.

The way teachers teach can increase student motivation if the teacher uses creative and innovative methods so that students are interested and enthusiastic to learn; the use of interesting media can also make students happy and not easily bored when learning; and the way the teacher maintains the class can make student feel comfortable when learning. Based on the finding above, it can be concluded that each teacher has a unique teaching style. The teacher will find it simpler to present the lesson if the learning methods are suited to the students'

learning styles, and the students will find it easier to understand the information being taught if the learning strategies are matched to their learning styles.

b) Teachers' personality

Besides on the result of interview, all of the students agreed that these two teachers (compulsory and elective) had distinct personalities.

As stated in FM :

The teacher in compulsory class has a more relaxed attitude. In contrast, in elective classes, the teacher is more firm.

The statement above was supported by MA who argued that :

In compulsory class, for example, the teacher appears casual. But in elective classes, the teacher is more firm and disciplined.

Some students preferred the teacher in the elective class to the teacher in the compulsory class,

The statement above was supported by MA who argued that :

In the elective class, I enjoy the teacher's approach. I appreciate the elective teacher because she is a firm person who will explain everything in as much detail as possible if we don't comprehend or even grasp the content she teaches.

Meanwhile AN stated :

I like the compulsory teacher because he teaches us in a relaxed manner and relates the material to everyday life.

FM stated in different perspective :

I wouldn't pick any of them if I had to choose between the two. The reason I dislike both of them is that, for example, the teacher in the elective class is kinda scary, which makes us less interested and even more irritated, so when she asked me to do something, I did it out of fear, not because I enjoy English. On the other hand, my opinion of the compulsory class teacher is that she is too casual and does not apply a method that we find appealing, therefore we are unconcerned.

According to students' respond, some students likes the teacher in elective class. In contrast, there is one student with the initial AN who chose the teacher in compulsory class because the teacher's personality matches his preferences and uses an approach that is suited to their personalities, making learning English more enjoyable. On the other hand, based on FM's statement, she dislikes the characteristics of the two teachers because both teachers have learning strategies that are not in line with their preferences.

c) The effect of classroom physical environment

Based on the result of interview, all of the participants agreed that their classroom condition is not in the proper category yet.

As said by NP :

I'm not too excited about the condition of this class. This class is located in a corner so it's a little difficult for us to go up the stairs when we want to go to the canteen or to the toilet. Another thing that makes me uncomfortable in this class is the noise produced by MTSn schools when they have events. I think, this class is not in the proper category yet.

This is also emphasized by RT :

Our class is often disturbed because of the noise that comes from the MtSN school. In addition, this class is also in a corner which is difficult for us if we want to go to the canteen or to the toilet because the distance between the class and the stairs is quite far. Actually, this class is not appropriate yet.

There are several factors that can indicate that the physical environment of the classroom has an impact on students' motivation, including conducive classroom conditions, adequate class sizes that are neither too large nor too small, a strategic classroom location that is easily accessible to students, and adequate facilities that allow students to feel at ease in the classroom. All of these elements might help students feel at ease and joyful, increasing their motivation. However, their opinion above proved that the students were unsatisfied with the state of their class because of its non-strategic location and were frequently disturbed by noise

from outside, affecting their learning motivation and even decreasing their motivation.

d) Support from classmates

NP and RT argued that when they were around their pals, they would be more willing to study.

As said by NP :

In this class, each student has different abilities when learning English, students who have an interest in English will be fun when discussing with them, but on the other hand there are students who do not have an interest in English where they are usually indifferent during the teaching and learning process.

This is also emphasized by RT:

I am more comfortable studying with friends who have above average abilities than me, so it will be easy for me to understand the lesson because of their help. My friends already have basic knowledge since they were in junior high school, so they already have some skills when they are in high school.

Meanwhile FM prefer to study alone rather than with friends and MA didn't have a preference between the two.

FM said :

In class, I prefer to learn English by myself

MA also said :

If I have the option of studying alone or with friends in class, I do not select both. I don't know what to study if I study alone, and I'm also lethargic when it comes to reading. However, even if I study with my friends, we will eventually play instead of learning. In class, male and female students' interaction can be weak, so I'm typically alone because I'm typically prompted to play if I'm with male friends.

Studying with friend may improve the ability to discuss, argue, and expanding the knowledge. Students' motivation might be affected by discussions with friends since they can freely exchange views with their peers. Apart from providing a forum for the exchange of ideas, learning together may boost students' excitement and therefore their motivation. According to the findings above, when students study alongside their friends, they feel pleased and excited. However, some students prefer to study alone since they believe they are not as frequent as their friends and feel more comfortable doing so.

2. Favorite element of classroom environment for motivation

The second analysis was focus on favorite element of classroom environment that affect students' motivation. This study discovered that nearly all of the students who became participants chose teaching method and classmates support as the elements of classroom environment that most affected their motivation.

a) Teaching method

Based on the results of the interview, most of the students agreed that the an effective teaching technique motivates student to learn the subject.

RT said :

The teacher generally asks us to read a passage, and after that the teacher immediately explains the text's contents so that we grasp it right away.

NP also said :

The teacher normally distributes content via paper, then ask the students to read the passage. So,we are able to grasp the material presented by the teacher right away. I like this strategy because it will boost vocabulary directly.

The statement above was supported by MA who argued that:

The teacher would usually instruct us to read the material and then ask us what the material means so that we not only read but also understand. I enjoy the teacher's approach.

One of the elements that might boost student motivation is teaching approaches. Students are typically pleased if the teacher's approaches are varied so that they do not become bored during the teaching and learning process. So, based on the result of the interview, the majority of students claimed that they were able to instantly grasp the content that the teacher was presenting at the time since the technique employed was appropriate for their skills. It indicates that their motivation is leading to the growth when learning with this teacher.

b) Classmates support

Almost all of the students in this study stated that the other factor that has a significant impact on their motivation to learn is their peers. As stated by NP ;

In this class, each student has different abilities when learning English, students who have an interest in English will be fun when discussing with them. I always excited when I study with friends who have an interest in English in particular.

RT also stated :

I am more comfortable studying with friends who have above average abilities than me, so it will be easy for me to understand the lesson because of their help. My friends already have basic knowledge since they were in junior high school, so they have already had some skills when they are in high school.

In addition, AN also stated :

I prefer to study with friends because studying alone tends to bring out my lazy side.

Based on the preceding statement, it can be concluded that students enjoy learning with classmates who have a wide range of abilities and are superior to their own. This does not make them feel inferior; rather, it makes them joyful and excited because they now have companions with whom they can study and who can assist them when they are having difficulty studying.

B. Discussion

The purpose of this qualitative research was to discover the ways of classroom environment affect students' motivation and to figure out the dominant element of classroom environment which greatly affects students' motivation in MAN Model Banda Aceh.

The first research question is about the ways of classroom environment affect students' motivation. In order to comprehend the ways of classroom environment affect students' motivation, we need to understand the aspects of the classroom environment and how they affect the students' motivation. The aspect of the classroom environment are teachers' effectiveness, physical classroom environment and the support of classmates. Students' motivation may be affected if a teacher teaches in a creative manner. Students will be more motivated if the teachers utilize teaching approaches that allow them to interact. They will feel cared for during the teaching and learning process. Students who perceive positive interactions with teachers are more likely to participate in academics, leading to higher involvement and total academic accomplishment (Davis, 2003; Klem & Connell, 2004, as cited in Inayat and Ali, 2020).

Furthermore, the interviewee demonstrated that each student has a distinct interest in the teacher who teaches their class; nevertheless, this interest is not an issue as long as the student's motivation remains stable and does not decrease.

In addition, students admire a teacher's personality in which the teacher treats students well, for example, by being pleasant to students, tough but not intimidating, and allowing students to feel at ease in the classroom without fear of

the teacher. Furthermore, all students stated that they accept the teacher's personality based on their preferences, resulting in each student having a distinct interest in the two teachers, affecting their willingness to study with the teacher and, of course, their motivation to learn.

Classroom physical environment can affect students' motivation if the classroom layout is strategic, the room temperature is stable, the room size is adequate, and the arrangement of chairs and tables is in accordance with the wishes of the students. However, all students claimed that their classrooms were still not in the proper category because of the location, which was not strategic because it was close to other schools, causing a lot of noise, and the class was also located in the corner, making it difficult for students to go the class. If the classroom atmosphere is disorganized and unappealing, it may have a detrimental impact on how teachers and students feel, think, and act (Stewart, Evans & Kaczynski, 1997)

If students have strong relationships with their classmates, they will be more passionate about studying, and this might be one of the factors that affects their motivation. Students are typically pleased to talk with people who have above-average talents because they believe it will aid them when they are having trouble with homework. Furthermore, based on the findings of this study, some students indicated that they feel ecstatic while studying with their friends, and they believe their brains are more open when discussing with mates who have more abilities than them. It is suitable with the theory Nicotra (2003 as cited in

Muller, Hofmann & Arm, 2017) claimed that schoolmates are crucial interaction partners and a valuable resource for forming social networks.

The second research question about the dominant element of classroom environment that greatly affect students' motivation in learning English. From the result of interview, the dominant element of classroom environment that greatly affect students' motivation were teaching method and classmates support. These two components were chosen based on student preferences, with the majority of students stating that the teaching method used by the teacher triggered them to study, therefore affecting their motivation. It was in line with the statement stated by Gillet, Vallerand, Amoura, & Baldes (2010, as cited in Inayat and Ali, 2020) claim that teaching styles are important environmental and social elements in satisfying the demand for belonging in the classroom, which influences motivation and performance. The impact of classmates is also one of the most powerful aspects as students' preferences in terms of improving their motivation since peers motivate them to study because they have the same personality, making it simple to talk and exchange ideas. Nichols (2001, as cited in Muller, Hofmann & Arm, 2017) stated that students who are part of a group of friends perform better in school than those who are more isolated.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The results and recommendations are presented in this chapter. The data analysis and discussion of the results would be summarized and reiterated in this part.

A. Conclusion

Based on the data and discussion from the preceding chapter, the researcher would like to highlight and stress a few things. To begin, there are three element of classroom environment that affect students' motivation; teachings' style in learning, classroom physical environment and the influence of classmates.

Students' motivation will increase if the teacher gives a method that is in line with students' wishes so the material presented by the teacher will be well received by the students. Moreover, the result revealed that each student has a different interest in the teacher who teaches their class; nevertheless, this interest is unimportant as long as the student's motivation stays constant. On the other hand, if the class is at a strategic location and is well-organized, students' motivation will getting increase. Furthermore, all participants in this study indicated that their physical classroom environment still not in the proper category, which caused their learning motivation getting decrease.

Moreover, classmates can affect students' motivation if they are able to communicate ideas and socialize effectively with one another, resulting in sense of mutual support and, as a result, enthusiasm for studying. Friends, according to the majority of the participants in this study, have a positive effect in improving motivation to learn English.

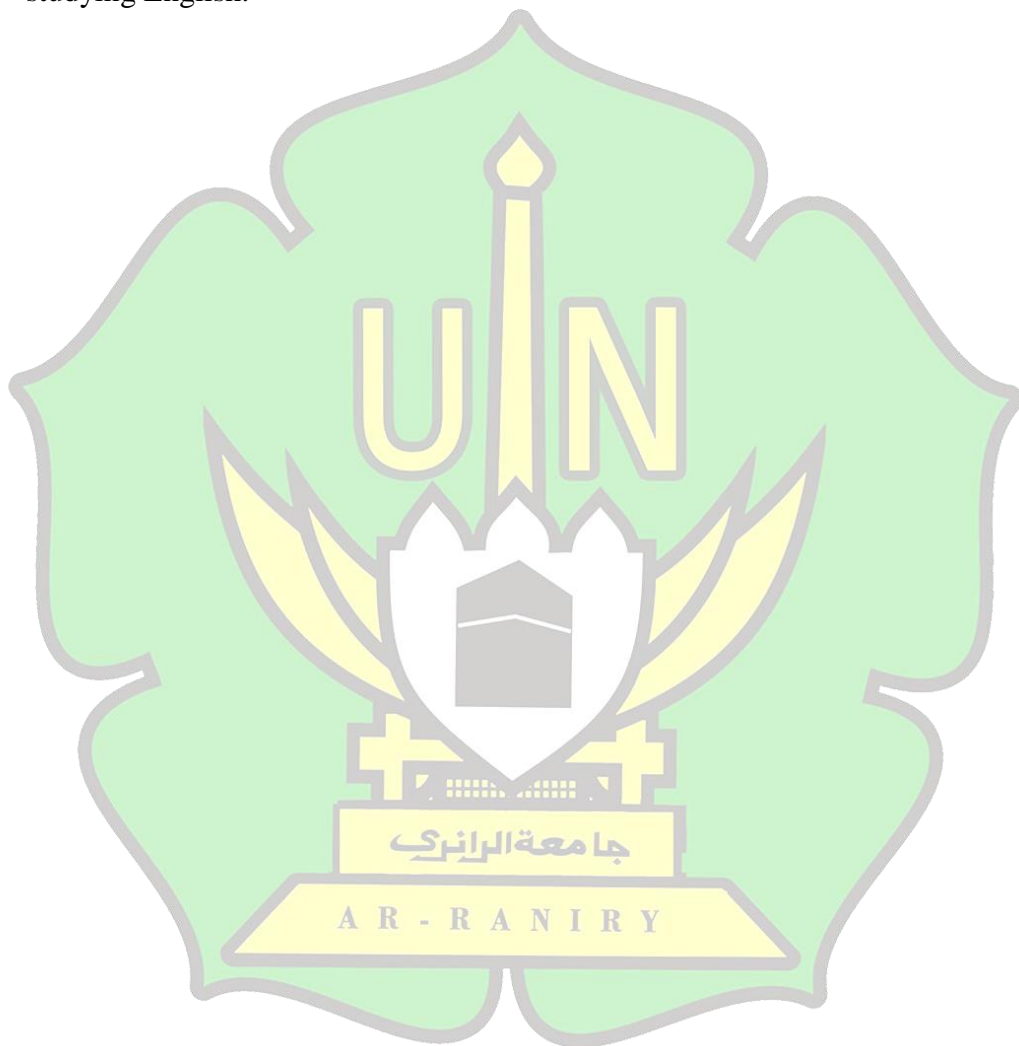
Furthermore, the dominant element of classroom environment that greatly affect students' motivation are the teaching method and the classmates support. The way teachers taught has an impact on whether or not students are motivated. If students like the teaching methods, it will naturally impact their enthusiasm for the subjects he or she teaches. Moreover, all students agreed that they like the teacher's method since it is in line with their preferences, allowing them to enjoy the teaching and learning process. In addition, students also chose classmates support as favorite element of the classroom environment because they would be delighted if they had classmates who shared their interests and who would constantly aid them when they were having difficulties while studying.

B. Recommendation

The researcher attempted to provide some helpful recommendations based on the findings of the study :

1. Since this language class's location was not listed in the appropriate category, it should be relocated to a more strategic place where students can focus while studying.

2. Teacher should design more innovative and interesting learning techniques so that students who aren't motivated from inside are inspired by the teacher's teaching style.
3. Students need to be more self-motivated and understand the importance of studying English.



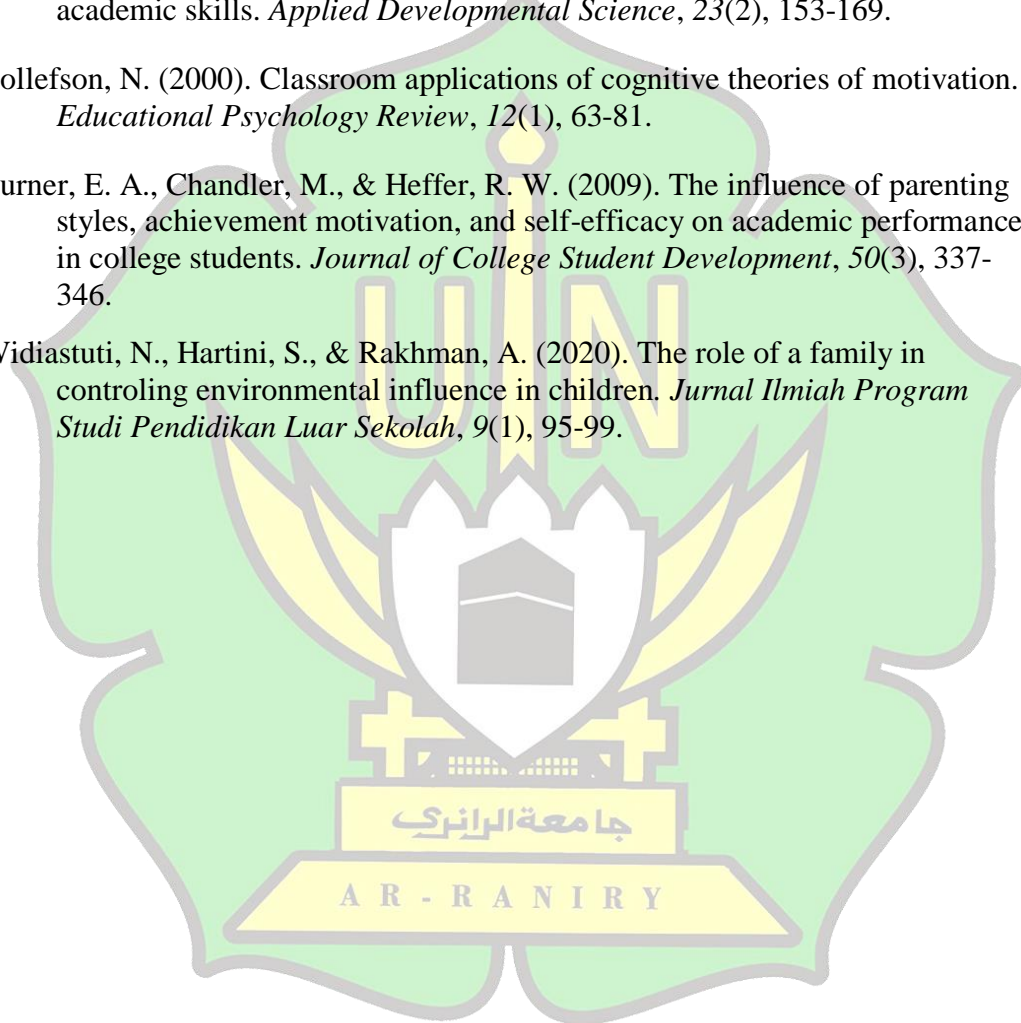
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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 7588/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-13615/Un.08/FTK/KP.07.6/12/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
 2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
 3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
 4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
 6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
 8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
 9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
 10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
 11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 November 2020
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13615/Un.08/FTK/KP.07.6/12/2020 tanggal 07 Desember 2020
- KEDUA** : Menunjuk Saudara:
- | | |
|--------------------------|----------------------------|
| 1. Syarifah Dahlia, Ph.D | Sebagai Pembimbing Pertama |
| 2. Rahmi Fhonna, MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|--|
| Nama | : Desi Ilham Putri |
| NIM | : 170203139 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : The Influence of Classroom Environment on Students' Motivation in Learning English |
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021
An. Rektor
Dekan
Muhammad Bazali



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

6/7/2021

Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: 0651-7957121, Email : sin@ar-raniry.ac.id

Nomor : B-8568/Un.08/FTK.1/TL.00/05/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
MAN Model Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DESI ILHAM PUTRI / 170203139**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Laksamana Malahayati, Lr. Ar - Rani Musa, Kecamatan Baitussalam Kab. Aceh
: Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Classroom Environment on Students' Motivation in Learning English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Mei 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 20 Agustus
2021

Appendix C

**ANGKET MOTIVASI BELAJAR SISWA
TERHADAP PELAJARAN BAHASA INGGRIS**

Mata Pelajaran : Bahasa Inggris Kelas/Semester :

Hari,Tanggal : Nama Siswa :

Petunjuk Pengisian Angket

1. Angket terdiri dari 30 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan pelajaran bahasa inggris, berikan jawaban yang benar-benar sesuai dengan pilihanmu.
2. Berilah tanda cek (√) pada kolom yang sesuai dengan jawabanmu.

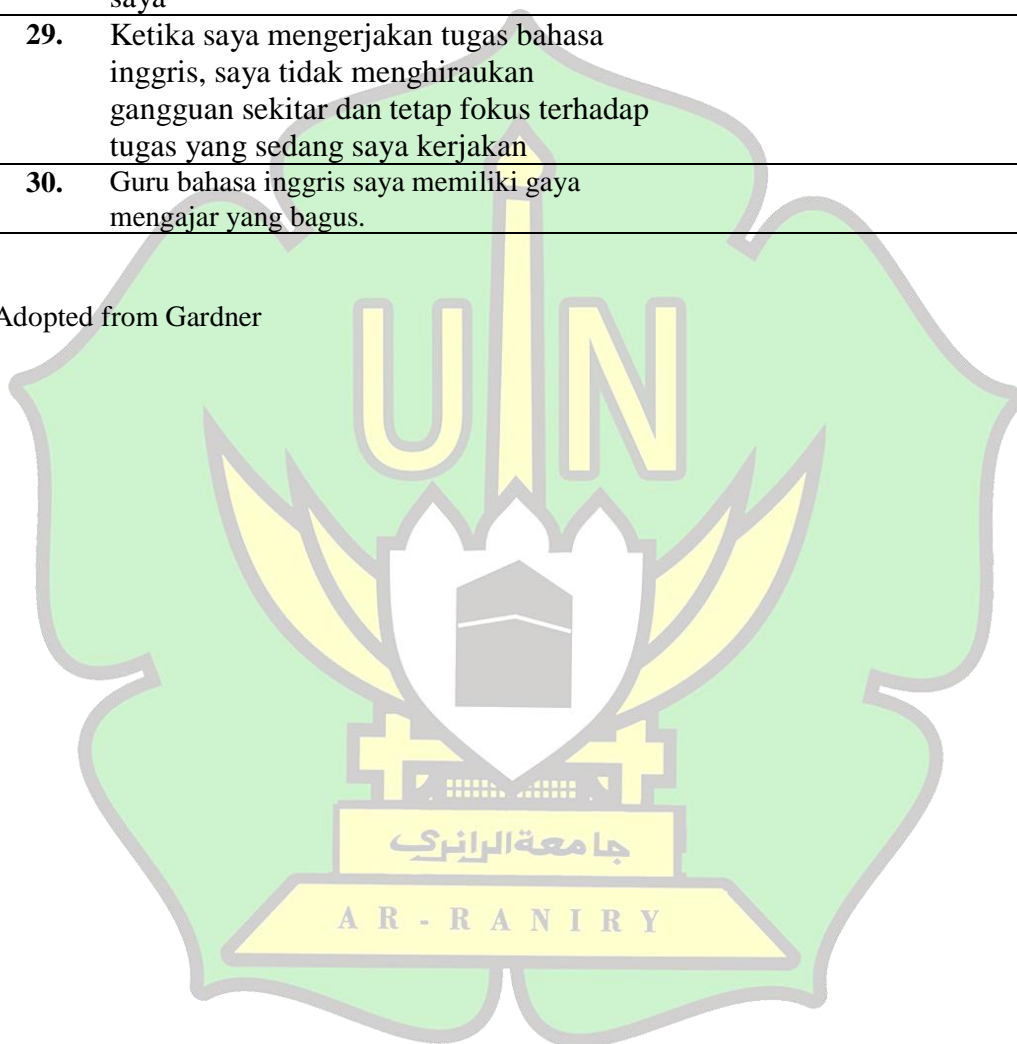
SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

NO	PERNYATAAN	JAWABAN			
		SS	S	TS	STS
1.	Ketika mendengarkan pelajaran bahasa inggris,saya berfikir pelajaran ini akan mudah.				
2.	Saya benar-benar bekerja keras untuk belajar bahasa Inggris.				
3.	Saya memiliki keinginan yang kuat untuk mengetahui semua aspek bahasa Inggris.				
4.	Saya tidak merasa cemas ketika harus menjawab pertanyaan di kelas bahasa Inggris saya.				
5.	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas bahasa Inggris				
6.	Saya merasa percaya diri ketika diminta untuk berbicara di kelas bahasa Inggris saya.				

7. Saya lebih suka menghabiskan waktu saya pada mata pelajaran selain bahasa Inggris
8. Jika saya berencana untuk tinggal di negara lain, saya akan mencoba mempelajari bahasa mereka.
9. Saya berencana untuk belajar bahasa Inggris sebanyak mungkin.
10. Saya merasa gugup ketika saya berbicara di kelas bahasa Inggris saya.
11. Terkadang, saya merasa putus asa apabila tidak bisa mengerjakan tugas bahasa Inggris.
12. Saya merasa malu ketika disuruh berbicara bahasa Inggris.
13. Saya merasa bersemangat ketika mengerjakan tugas bahasa Inggris.
14. Saya lebih senang menghabiskan waktu untuk belajar bahasa Inggris daripada pelajaran lain.
15. Saya senang bertemu orang-orang yang berbicara bahasa asing.
16. Saya terkadang cemas bahwa siswa lain di kelas akan menertawakan saya ketika saya berbicara bahasa Inggris
17. Saya lebih menikmati kegiatan kelas bahasa Inggris kami dibandingkan dengan kegiatan kelas saya yang lain.
18. Orang tua saya mencoba membantu saya belajar bahasa Inggris.
19. Saya tidak terlalu memperhatikan umpan balik yang saya terima di kelas bahasa Inggris saya.
20. Mengetahui bahasa Inggris bukanlah tujuan yang penting dalam hidup saya.
21. Orang tua saya merasa sangat penting bagi saya untuk belajar bahasa Inggris.
22. Belajar bahasa Inggris itu penting karena akan memungkinkan saya untuk bertemu dan bercakap-cakap dengan lebih banyak dan beragam orang.
23. Saya berharap saya dapat memiliki banyak teman penutur asli bahasa Inggris
24. Saya ingin belajar bahasa Inggris dengan baik sehingga itu menjadi hal yang alami bagi saya.

-
25. Orangtua saya mendorong saya untuk berlatih bahasa inggris sebanyak mungkin
-
26. Saya senang dengan cara yang diberikan oleh guru
-
27. Teman-teman saya selalu memberikan dukungan ketika saya mencoba berbicara didepan kelas
-
28. Saya sangat menyukai guru bahasa inggris saya
-
29. Ketika saya mengerjakan tugas bahasa inggris, saya tidak menghiraukan gangguan sekitar dan tetap fokus terhadap tugas yang sedang saya kerjakan
-
30. Guru bahasa inggris saya memiliki gaya mengajar yang bagus.
-

*Adopted from Gardner



Appendix D

Interview Protocol

1. What do you think about English lessons? Do you like English lessons or not? And why?
2. In your opinion, how do teachers carry out the process of learning English in class? Did you like the method given by the teacher? Do you like or not? And why?
3. How do you feel when you learn English with this teacher? Are you excited when the teacher teaches in the classroom? If there is an assignment from the teacher, do you immediately do the assignment? Do you try to answer questions from the teacher if she asks during the teaching and learning process?
4. How do you feel when you learn English? Are you excited when you are learning English? What do you do when you have trouble doing English assignments? Do you continue to work alone or ask for help from friends?
5. In your opinion, do you prefer to learn English with friends or alone? How are your friends' attitudes when learning English? Are you excited to learn with them?
6. How is the condition of the class in this school? How do you feel when you study in this class? In your opinion, is this classroom included in the appropriate category or not? If not, what kind of class condition do you want?
7. When the teaching and learning process occurs, the teacher definitely uses teaching aids to help the teaching and learning process become better, so what do you think about this? If given a choice, would you prefer to learn with teaching aids or not? Are you more excited when the teacher uses props?

جامعة الرانري

A R - R A N I R Y

Appendix E

Interview Transcript

Participant 1 : NP

1. Interviewer : What do you think about English lessons? Do you like English lessons or not? And why?

Interviewee :

Because English is an international language, this lesson is very important for young people or teens to master, as this language will be required in the future. Yes, I am a big fan of the English language since it is the basic foundation that will let us communicate with people from other countries as we travel across the world..

2. Interviewer : In your opinion, how do teachers carry out the process of learning English in class? Did you like the method given by the teacher? Do you like or not? And why?

Interviewee :

The teacher normally distributes content via paper, then ask the students to read the passage. So, we are able to grasp the material presented by the teacher right away. I like this strategy because it will boost vocabulary directly., we are able to grasp the material presented by the teacher right away. Yes, I like this strategy because it will boost vocabulary indirectly.

3. Interviewer : How do you feel when you learn English with this teacher? Are you excited when the teacher teaches in the classroom? If there is an assignment from the teacher, do you immediately do the assignment? Do you try to answer questions from the teacher if she asks during the teaching and learning process?

Interviewee :

I feel happy with this elective teacher, but sometimes the teacher gets annoyed if the students don't respond to the questions given by the teacher. Yes, I do it right away. Yes, I always attempt to respond to the teacher's questions with what's on my mind.

4. Interviewer : How do you feel when you learn English? Are you excited when you are learning English? What do you do when you have trouble doing English assignments? Do you continue to work alone or ask for help from friends?

Interviewee :

Yes I am excited because I really like English. I usually try my best to do the task, but if I can't, I'll immediately ask my friends.

5. Interviewer : In your opinion, do you prefer to learn English with friends or alone? How are your friends' attitudes when learning English? Are you excited to learn with them?

Interviewee :

I prefer to learn English with my friends than alone. In this class, each student has different abilities when learning English, students who have an interest in English will be fun when discussing with them, but on the other hand there are students who do not have an interest in English where they are usually indifferent during the teaching and learning process. Yes, of course I always excited when I study with friends who have an interest in English in particular.

6. Interviewer : How is the condition of the class in this school? How do you feel when you study in this class? In your opinion, is this classroom included in the appropriate category or not ? If not, what kind of class condition do you want?

Interviewee :

I'm not too excited about the condition of this class. This class is located in a corner so it's a little difficult for us to go up the stairs when we want to go to the canteen or to the toilet. Another thing that makes me uncomfortable in this class is the noise produced by MtSn schools when they have events. I think, this class is not in the proper category yet. It would be better if this class wasn't in a corner so it would be easier for us to go to the canteen or toilet.

7. Interviewer : When the teaching and learning process occurs, the teacher definitely uses teaching aids to help the teaching and learning process become better, so what do you think about this? If given a choice, would you prefer to learn with teaching aids or not? Are you more excited when the teacher uses props?

Interviewee :

I think that using props is more fun than wearing nothing, for example, the media given to us is paper, so we can take the paper home and study it at home.

Participant 2 : RT

1. Interviewer : What do you think about English lessons? Do you like English lessons or not? And why?

Interviewee :

English is a difficult subject. I do not like English lesson because it difficult. Between likes and dislikes. I like English because if we go abroad, English will make it easier for us when interacting with foreign people, but sometimes I don't like English because the lessons are very difficult to understand.

2. Interviewer : In your opinion, how do teachers carry out the process of learning English in class? Did you like the method given by the teacher? Do you like or not? And why?

Interviewee :

2 teachers in 2 different ways. Teachers in compulsory classes usually explain the material by relating the content to everyday lives. While the teacher in the elective classes, In elective classes, the teacher generally asks us to read a paragraph, and after that the teacher immediately explains the text's contents so that we grasp it right away. Yes, I am more enthusiastic about the teacher in the elective classes because the way she teaches can be directly understood by me.

3. Interviewer : How do you feel when you learn English with this teacher? Are you excited when the teacher teaches in the classroom? If there is an assignment from the teacher, do you immediately do the assignment? Do you try to answer questions from the teacher if she asks during the teaching and learning process?

Interviewee :

I feel happier with the teacher in elective classes than compulsory. I usually try to do it myself first, if I get stuck, then I will ask a friend. To be honest, I would prefer to be quiet and not try to answer questions if the teacher asks.

4. Interviewer : How do you feel when you learn English? Are you excited when you are learning English? What do you do when you have trouble doing English assignments? Do you continue to work alone or ask for help from friends?

Interviewee :

I am not too excited when I enter English lessons, and if I have difficulty in doing English assignments, I will immediately ask my friends.

5. Interviewer : In your opinion, do you prefer to learn English with friends or alone? How are your friends' attitudes when learning English? Are you excited to learn with them?

Interviewee :

I am more comfortable studying with friends who have above average abilities than me, so it will be easy for me to understand the lesson because of their help. My friends already have basic knowledge since they were in junior high school, so they already have some skills when they are in high school. Yes I am excited.

6. Interviewer : How is the condition of the class in this school? How do you feel when you study in this class? In your opinion, is this classroom included in the appropriate category or not ? If not, what kind of class condition do you want?

Interviewee :

Our class is often disturbed because of the noise that comes from the MtSN school. In addition, this class is also in a corner which is difficult for us if we want to go to the canteen or to the toilet because the distance between the class and the stairs is quite far. Actually, this class is not appropriate yet. It would be better if the position of this class is not next to other schools so that it will be far from noise which will make us more comfortable when studying.

7. Interviewer : When the teaching and learning process occurs, the teacher definitely uses teaching aids to help the teaching and learning process become better, so what do you think about this? If given a choice, would you prefer to learn with teaching aids or not? Are you more excited when the teacher uses props?

Interviewee :

I feel more excited if the teacher uses teaching aids because the material provided can be more understandable by us.

Participant 3 : FM

1. Interviewer : What do you think about English lessons? Do you like English lessons or not? And why?

Interviewee :

This English lesson is crucial since English will be used frequently wherever and at any time. However, at this time, learning English is not accompanied by engaging tactics, and as a result, we students are uninterested in doing so. Since middle school, I've had a passion for English. I've liked it since middle school since my teacher's teaching style was really engaging at the time, and it piqued my interest in English. Apart from that, because I am aware of the importance of the English language, which will be essential wherever we go or wish to continue S2 or in the workplace, I always believe that English is vital and that I enjoy it.

2. Interviewer : In your opinion, how do teachers carry out the process of learning English in class? Did you like the method given by the teacher? Do you like or not? And why?

Interviewee :

Teachers in compulsory classes frequently urge their students to speak or arrange words in English; for example, they may be requested to demonstrate the simple present or simple past tense. But in elective classes, the teacher would usually instruct us to read the material and then ask us what the material means so that we not only read but also understand.

Not too bad. However, the teacher in compulsory class has a more relaxed attitude. In contrast, in elective classes, the teacher is firm. I wouldn't pick any of them if I had to choose between the two. The reason I dislike both of them is that, for example, the instructor in the elective class is kinda scary, which makes us less interested and even more irritated, so when she asked me to do something, I did it out of fear, not because I enjoy English. On the other hand, my opinion of the compulsory class teacher is that she is too casual and does not apply a method that we find appealing, therefore we are unconcerned. So, in order for me to be more motivated, the teacher should use a relaxed approach and incorporate an interesting method or technique.

3. Interviewer : How do you feel when you learn English with this teacher? Are you excited when the teacher teaches in the classroom? If there is an assignment from the

teacher, do you immediately do the assignment? Do you try to answer questions from the teacher if she asks during the teaching and learning process?

Interviewee :

Neither too nice nor too awful.

If the teacher assigns us an assignment, I will complete it as soon as possible because we are terrified of the teacher, not because the assignment is interesting.

I'm attempting to respond to the teacher's query. Even if I'm wrong sometimes, I try to answer the questions.

4. Interviewer : How do you feel when you learn English? Are you excited when you are learning English? What do you do when you have trouble doing English assignments? Do you continue to work alone or ask for help from friends?

Interviewee :

Yes, I've enjoyed it for a long time, therefore I'm always delighted when I'm learning this lesson. I normally try things on my own initially, but if I get stuck, I ask people who are better than average.

5. Interviewer : In your opinion, do you prefer to learn English with friends or alone? How are your friends' attitudes when learning English? Are you excited to learn with them?

Interviewee :

In class, I prefer to learn English by myself.

When learning English, their attitude is influenced by the teacher; if the teacher is killer, we will be terrified and choose to remain silent in class. However, if the compulsory teacher arrives and is a laid-back individual, the class will be noisy. When strict teacher enters the room, my friends work even harder to be able to answer questions if the teacher asks, therefore they will study even harder before joining the teacher in this fascinating class. I am not really excited to learn with my friends.

6. Interviewer : How is the condition of the class in this school? How do you feel when you study in this class? In your opinion, is this classroom included in the appropriate category or not ? If not, what kind of class condition do you want?

Interviewee :

Because our class is in the corner of the school and adjacent to the MtSn, it can be noisy if there is an event. So that's the main issue with not being able to concentrate.

A little less enthused.

Because it's so close to MtSN, of course. In terms of location, it's not worth it. So that we may focus more on studying, the class should not be cornered.

7. Interviewer : When the teaching and learning process occurs, the teacher definitely uses teaching aids to help the teaching and learning process become better, so what do you think about this? If given a choice, would you prefer to learn with teaching aids or not? Are you more excited when the teacher uses props?

Interviewee :

Props are easier to grasp, so I prefer to utilize them.



Participant 4 : MA

1. Interviewer : What do you think about English lessons? Do you like English lessons or not? And why?

Interviewee :

English is a lesson that introduces us to a language that we have never heard before, a foreign language that we are learning now as a precaution in case we travel overseas or elsewhere in the future, so that it can be used to communicate with foreigners directly, on social media, or via cellphones. It's a toss-up between like and disliking English because it can be both enjoyable and difficult to comprehend at times.

2. Interviewer : In your opinion, how do teachers carry out the process of learning English in class? Did you like the method given by the teacher? Do you like or not? And why?

Interviewee :

There are a variety of teachers, as well as a variety of learning systems. In obligatory, for example, the teacher appears casual but forceful and serious. Elective classes, on the other hand, have a more firm and disciplined teacher. In the elective class, I enjoy the teacher's approach. I appreciate the elective teacher because she is a firm person who will explain everything in as much detail as possible if we don't comprehend or even grasp the content she teaches. In compulsory class, I also like the teacher, although she is not strict. she needed to be more assertive.

3. Interviewer : How do you feel when you learn English with this teacher? Are you excited when the teacher teaches in the classroom? If there is an assignment from the teacher, do you immediately do the assignment? Do you try to answer questions from the teacher if she asks during the teaching and learning process?

Interviewee :

I am more excited with the teacher in elective class.

Actually, if the teacher ask me to completed the assignment in school and promptly collected, I will complete it immediately. However, if the assignment requires that it be completed from home, I doubt it will be completed.

If the teacher asks a question and I am familiar with the content, I will respond.

4. Interviewer : How do you feel when you learn English? Are you excited when you are learning English? What do you do when you have trouble doing English assignments? Do you continue to work alone or ask for help from friends?

Interviewee :

Actually, it depends on my mood. Sometimes I'm ecstatic, and other times I'm not. If I'm in a good mood, I'll be excited to learn English. But I won't care about this lesson if I'm not in a good mood. I'll go straight to the teacher if the questions are unclear or I don't know the answer.

5. Interviewer : In your opinion, do you prefer to learn English with friends or alone? How are your friends' attitudes when learning English? Are you excited to learn with them?

Interviewee :

If I have the option of studying alone or with friends in class, I do not select both. I don't know what to study if I study alone, and I'm also lethargic when it comes to reading. However, even if I study with my friends, we will eventually play instead of learning. In class, male and female students' interaction can be weak, so I'm typically alone because I'm typically prompted to play if I'm with male friends.

6. Interviewer : How is the condition of the class in this school? How do you feel when you study in this class? In your opinion, is this classroom included in the appropriate category or not? If not, what kind of class condition do you want?

Interviewee :

If you ask me if I'm excited or not, or if I have a lot of friends, I'm typically careless, depending on my mood and whether or not the teacher is good.

Because this class is in the far corner, it can be noisy when there is an event at MtsN, making it difficult for us to concentrate when studying. In my opinion, this class is far from appropriate category.

7. Interviewer : When the teaching and learning process occurs, the teacher definitely uses teaching aids to help the teaching and learning process become better, so what do you think about this? If given a choice, would you prefer to learn with teaching aids or not? Are you more excited when the teacher uses props?

Interviewee :

It is better for the teacher to teach directly than using teaching aids because the teaching aids can be lost and become ineffective.

Participant 5 : AN

1. Interviewer : What do you think about English lessons? Do you like English lessons or not? And why?

Interviewee :

English lessons are fun, but it depends on the teacher. I used to like English because of the teacher. But sometimes, there are teachers who always give new vocabulary and lots of assignments, this makes me immediately dislike English. I don't like English because it's difficult.

2. Interviewer : In your opinion, how do teachers carry out the process of learning English in class? Did you like the method given by the teacher? Do you like or not? And why?

Interviewee :

Well as usual, the teacher usually gives vocabulary and assignments. For language classes, there are compulsory English lessons and elective with different teachers, so I only like teachers who teach compulsory classes.

I like the compulsory teacher because he teaches us in a relaxed manner and relates the material to everyday life. However, this is different from the teacher of elective where sometimes she gives us assignments at the wrong time, namely at midnight and asks us to collect the assignments the next day, so we have to force ourselves to complete the task even though we have to stay up late..

3. Interviewer : How do you feel when you learn English with this teacher? Are you excited when the teacher teaches in the classroom? If there is an assignment from the teacher, do you immediately do the assignment? Do you try to answer questions from the teacher if she asks during the teaching and learning process?

Interviewee :

I feel happier if I study with compulsory teachers than with elective teachers. Not bad, because even though the lesson is difficult, if we have an interest in the teacher, we will try to like the lesson. I also like the teacher in elective classes, but she is a bit of killer.

Yes, I completed the task given by the teacher, especially the task of the elective teacher, if it is not done, the impact will affect our grades

If the question is given to all students and not personally, I prefer not to answer, because basically I don't like English and it has been embedded in the mindset that English is a very difficult subject, so I will not try.

4. Interviewer : How do you feel when you learn English? Are you excited when you are learning English? What do you do when you have trouble doing English assignments? Do you continue to work alone or ask for help from friends?

Interviewee :

It depends on the teachers

Initially, I will try my best first, but if I feel I don't understand anymore, I will immediately ask my friends.

5. Interviewer : In your opinion, do you prefer to learn English with friends or alone? How are your friends' attitudes when learning English? Are you excited to learn with them?

Interviewee :

I prefer to study with friends because studying alone tends to bring out my lazy side. Students in my class have varying abilities; some have graduated from Islamic boarding schools and already have a basic understanding of English, making learning English easier for them.. Yes I am excited.

6. Interviewer : How is the condition of the class in this school? How do you feel when you study in this class? In your opinion, is this classroom included in the appropriate category or not ? If not, what kind of class condition do you want?

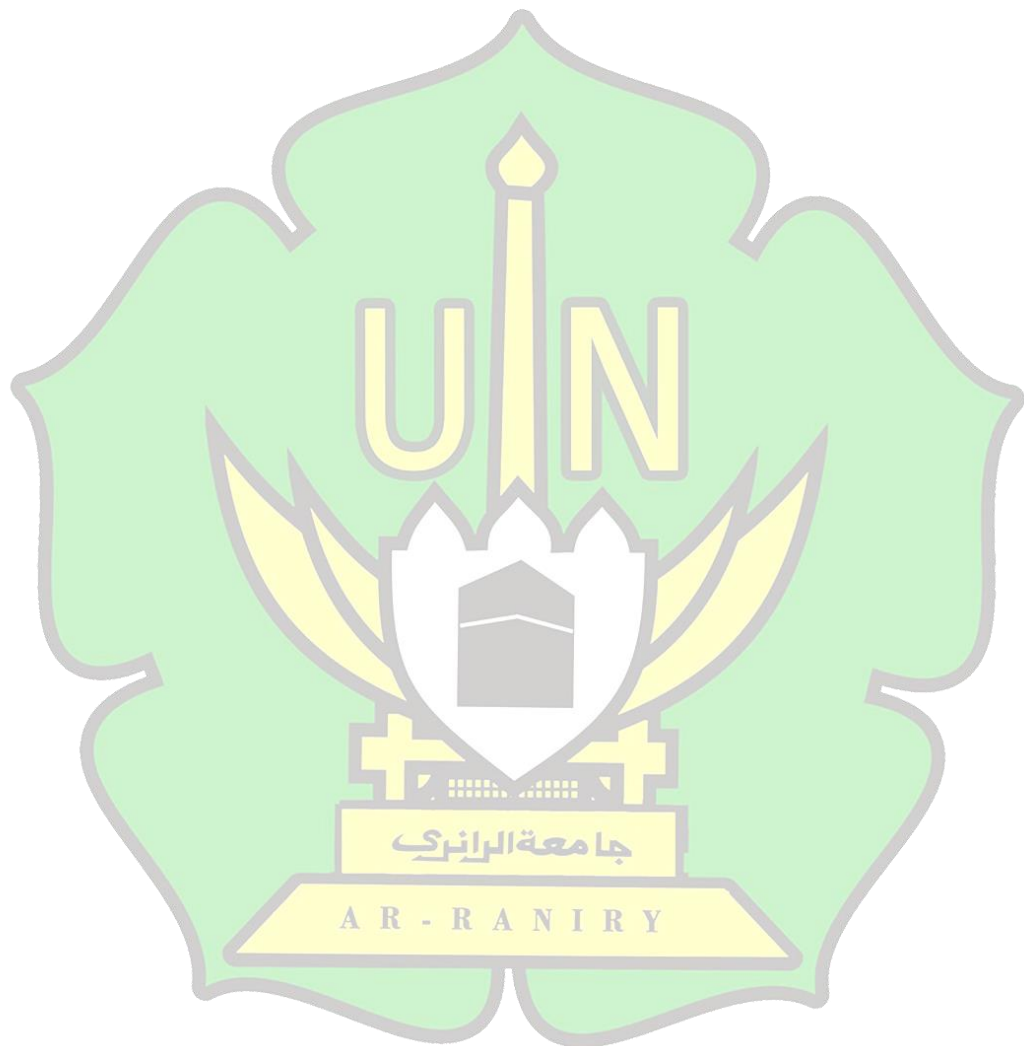
Interviewee :

Our classroom is in the corner and very far from the stairs. Sometimes, there are noises from MtsN schools when they hold events so it is difficult for us to focus when studying in that class. Actually, I am not excited to be in this class because the location of the class is not strategic enough so that it can be said that this class has not been included in the proper category. The position should be more strategic so that we can focus more on learning.

7. Interviewer : When the teaching and learning process occurs, the teacher definitely uses teaching aids to help the teaching and learning process become better, so what do you think about this? If given a choice, would you prefer to learn with teaching aids or not? Are you more excited when the teacher uses props?

Interviewee :

We didn't get books from school, even if there was material in the form of PDF, we couldn't access it because we weren't allowed to bring smartphone to school, so with the props, it was more helpful. I am more excited if the teacher teaches by using props.



Appendix F



AR-RANIRY STATE ISLAMIC UNIVERSITY

Title: The Influence of Classroom Environment on Students' Motivation in Learning English

Terima kasih telah membaca lembar informasi sub studi wawancara. Jika Anda senang untuk berpartisipasi, harap lengkapi dan tanda tangani formulir di bawah ini. Harap beri paraf pada kotak di bawah untuk mengkonfirmasi bahwa Anda setuju dengan setiap pernyataan:

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Saya menyatakan bahwa saya telah membaca dan memahami lembar informasi bertanggal [11 Juni 2021] dan memiliki kesempatan untuk mengajukan pertanyaan.

Saya memahami bahwa partisipasi saya bersifat sukarela dan saya bebas untuk mengundurkan diri kapan saja tanpa memberikan alasan apa pun dan tanpa konsekuensi negatif apa pun. Selain itu, jika saya tidak ingin menjawab pertanyaan atau pertanyaan tertentu, saya bebas menolak.

Saya memahami bahwa tanggapan saya akan dijaga kerahasiaannya. Saya memahami bahwa nama saya tidak akan dikaitkan dengan materi penelitian, dan tidak akan diidentifikasi atau diidentifikasi dalam laporan atau laporan yang dihasilkan dari penelitian tersebut.

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Saya setuju bahwa data saya yang dianonimkan akan disimpan untuk tujuan penelitian di masa mendatang seperti publikasi terkait penelitian ini setelah penelitian selesai.

Saya setuju untuk ambil bagian dalam wawancara ini.

Habiba Putri
Nama Peserta

11 Juni 2021
Tanggal

[Signature]
Tanda Tangan

Desi Waham Putri
Penyelidik Utama

11 Juni 2021
Tanggal

[Signature]
Tanda Tangan

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- Saya memahami bahwa tanggapan saya akan dijaga kerahasiaannya. Saya memahami bahwa nama saya tidak akan dikaitkan dengan materi penelitian, dan tidak akan diidentifikasi atau diidentifikasi dalam laporan atau laporan yang dihasilkan dari penelitian tersebut.
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- Saya setuju bahwa data saya yang dianonimkan akan disimpan untuk tujuan penelitian di masa mendatang seperti publikasi terkait penelitian ini setelah penelitian selesai.
- Saya setuju untuk ambil bagian dalam wawancara ini.

Rena Tairta
Nama Peserta

13 Juni 2021
Tanggal

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Tanda Tangan

Desi Iham putri
Penyelidik Utama

13 Juni 2021
Tanggal

[Signature]
Tanda Tangan

AR-RANIRY

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Fajrina Maulida

Nama Peserta

07-06-2021

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Desi Ilham putri

Penyelidik Utama

07-06-2021

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Title: The Influence of Classroom Environment on Students' Motivation in Learning English

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- Saya memahami bahwa tanggapan saya akan dijaga kerahasiaannya. Saya memahami bahwa nama saya tidak akan dikaitkan dengan materi penelitian, dan tidak akan diidentifikasi atau diidentifikasi dalam laporan atau laporan yang dihasilkan dari penelitian tersebut..
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M. Alfarizi
Nama Peserta

14 Juni 2021
Tanggal

Tanda Tangan

Desi Ikhram putri
Penyelidik Utama

14 Juni 2021
Tanggal

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AR-RANIRY STATE ISLAMIC UNIVERSITY

Title: The Influence of Classroom Environment on Students' Motivation in Learning English

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- Saya memahami bahwa tanggapan saya akan dijaga kerahasiaannya. Saya memahami bahwa nama saya tidak akan dikaitkan dengan materi penelitian, dan tidak akan diidentifikasi atau diidentifikasi dalam laporan atau laporan yang dihasilkan dari penelitian tersebut.
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Aisyah Nabila
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