HOW DOES CLASSROOM ENVIRONMENTS MOTIVATES ME ?
(A NARRATIVE INQUIRY OF ENGLISH DEPARTMENT STUDENTS' EXPERIENCE OF PEKALONGAN UNIVERSITY)

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Abstract

Pekalongan University has many classrooms with the good facilities that are aimed for teaching learning activities. Starting from the writer's experiences when he was on the fifth semester, he faced many problems with classroom situation that demotivated him and the other students during learning process. This situation was compared with the current situation from the 2nd, 4th, and 6th semester of English Department academic year 2018/2019. It shows that they have the good enthutiasm in learning process so that is why the writer wants to investigate : (1) how the classroom environment influences the students' motivation of English Department of Pekalongan University, (2) what the ideal classroom in learning process is of English Department of Pekalongan University. Descriptive qualitative and narrative inquiry are chosen as the research design. The population in this study is the English Department of Pekalongan University which consists of 3 grades of semester. By using non-probability and accidental sampling, 35 students are selected from all semester. The writer uses questionnaire to obtain the data and the data is processed by using narrative inquiry method.

Keywords : classroom environment, motivation, narrative inquiry

Introduction

In formal learning process, at the school for example, of course the classroom is very necessary. It is intended that our learning process can be focused on the material we will teach. In addition, the classroom should make the learners feel at home,comfortable and not feel bored when the learning process is happening. In addition, the other point is the number of learners in a classroom must be considered. Do not get in one room with too many students, it might make the teacher hard to handle the class because there are too many students in it and also the learning process will not be maximal. If a room is filled with the appropriate number of the students, the teacher can easily manage the class and supervise the students.

The existence of classrooms in the educational institution is a must, from elementary until university. University is an institution where the students study for degrees and where academic research is done. Pekalongan University is one of many university that existed on Pekalongan. As a good university, Pekalongan University has many classrooms with different classification of size, location, and the other criteria which make each classroom different. With all of the facilities that existed in

each classroom, these classrooms are aimed for the teaching learning activities.

Beginning from the writer's experiences, the writer ever experienced when he was on the fifth semester. His class at that moment was officially on the language laboratory, which the location is on the 3rd floor of B building. But in fact we (the fifth semester students) avoided that room with some reasons. Some of the reasons are the class was too far, there was 'semi-wall' which made from glass that separated each students, and they did not know how to operate the projector that existed on that room, so they brought from the teachers training and education faculty's projector. They argued that this situation made them unmotivated to learn and accept the material because they did not feel comfortable in the class. Therefore they rather use another class than that one.

At this moment, English Department of Pekalongan University has 4 grades of semesters. The writer wants to compare his experienced with the 2nd, 4th, and 6th semesters since they also already used many rooms. The writer wants to know whether the classroom environment influences their motivation and what are their opinions about the ideal classroom in learning process.

Methodology

A. Research Design

Based on the aim of this study, the writer will use Qualitative apporach and Narrative Inquiry is chosen as the research design. The researcher write narratives about experiences of individuals, describe a life experience, and discuss the meaning of the experience with the individual. The researcher becomes the interpreter of the individual's stories, as opposed to a community.

B. Research Setting

The research conducted at Pekalongan University, focuses on the 2nd, 4th, and 6th semester of English Department in academic year 2018/2019.

C. Population and Sampling

The population of this research is the English Department of Pekalongan University and the sample that would be used are 35 students

D. Techniques of Collecting Data

The writer used questionnaire to obtained the data. The questionnaire is consists of 10 open – ended questions that the respondents could freely answer it based on their opinion.

E. Technique of Data Analysis

After the writer collected the data, then the writer will analyze the data. The steps involves examine the raw data, identifying key elements, organizing, and sequencing these elements, and then retelling a story that describes the individual's experiences.

Discussion

Narrative inquiry is a human centred that captures and analyses life stories. Stories are the reflection of the fact that experience is a matter of growth, and that understandings are continually developed, reshaped and retold. Narrative inquiry is a method that has many constituent parts, it is useful to provide a visual representation of the methodology outlined. The researcher get the respondent's experience could be verbally sharing the story through interview or questionnaire.

To obtained the data, the writer used mixed between open and close ended questions. The questionnaire is consists of 10 questions. The respondents marked the choice that given then write their reason for choosing that option. The writer made a questionnaire indicators to make sure that the data that the writer got would answer the problem of the study : does the classroom environment influences their motivation and what are their opinions about the ideal classroom in learning process.

The writer used 2 theories for the questionnaire. First, classroom environment theory according to Cheryan et al,. There are some structural and symbolic features of classroom that can facilitate or hinder the students' learning and achievement. The structural and symbolic features of classroom are lighting, temperature, air quality, acoustic, cleanliness, classroom layout, objects and decor, and accessibility. Based on these criteria,

the writer decided the questions as followed below :

1. Lighting : For classroom, I prefer to use natural light rather than light from the lamps.
2. Temperature : I still study well even though my classroom is too warm.
3. Air Quality : Good air circulation is needed in every classroom.
4. Acoustic : I do not feel disturbed if there is noise around my classroom.
5. Cleanliness : I can not study well if my classroom is dirty.
6. Classroom layout : Chairs arrangement influences the student's comfortable and interaction with the others.
7. Objects and Decors : I don't mind if my classroom has so many wall displays.
8. Accessibility : It's not a difficult thing for me to reach my current classroom.

The second theory that the writer used to determined the questions is an extrinsic motivation theory by Schunk (2018). The questions are followed below :

9. I can learn better if the classroom's athmosphere that I use is good.
10. Does the clasroom situation influence your motivation in learning process ?

With the total 10 questions, the writer will analyse the data. The

steps involves examine the raw data, identifying key elements, organizing, and sequencing these elements, and then retelling a story that describes the individual's experiences. Restorying helps the reader to understand the story by sequencing it in a logical order. Stories commonly include the following elements: setting, character, problem, actions, and resolution.

Conclusions

Pekalongan University always makes improvements on various sides, one of which is improvements in the learning process. Classroom as the main part of the learning process is also became the major point of it. Through this paper, we are all will know how the students' feel, opinion, and suggestion about the classroom they used with using narrative inquiry as the research design.

It also indirectly can be used as the feedback from English Department students to Pekalongan University about the situation of the learning process and the classrom that they used. Therefore, the improvements in the learning process could be better in the future.

The result of the study can gives information about the ideal class in teaching learning process. It also can be used as references to the other who wants to do the similar research.

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