

Investigating The Correlation Between Classroom Management and Student Interests in EFL Environment

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Abstract

The research aimed were to find out the correlation between classroom management and student's interest. This research uses quantitative with survey method that apply correlation technique there are two variable in this research, namely dependent variable and independent variable. The independent variable is classroom management while dependent variable is students interest the population of this research as two classes of ABA UMI year 2016-2017. The samples of this research are 20 respondents taken through purposive sampling technique . in analysis the data of this research, the write used (Correlation). The findings of this study shows that there is any significant correlation between classroom management and student's interest at the second grade of social class ABA UMI. This is proved by the value of the pearson product moment is -0.25 it means the correlation. And classroom management and student's interest is weak. And correlation classroom management has an important role in learning process because if there is in classroom management the student's will not be interest in learning process.

Keywords: Correlative Study, Classroom Management, Students' Interest.

INTRODUCTION

In recent years, English as an international language plays an important role in human life, not only to communicate each other but also as a requirement to find a job whether in private company or civil servant or even just to visit western countries for studying. For these reasons many people take TOEFL (Test of English as a Foreign Language) and IELTS test to fulfill the requirement or just to measure their ability.

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential, intelligence, character, and skills needed him, society, nation and state. Thus, in implementing the principle of providing education should be consistent with the objectives of the national education; develop skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing student's potentials in order to become a man of faith and fear of god almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable the authors.

Factors that influence the learning, both externally and internally identified as follows. External factors include teachers, materials, patterns of interaction, media and technology, learning situations and systems. Still there are educators who did not master the material and evaluating students demanding answers exactly as he described. In other words, students are not given the opportunity to think creatively. Teachers also have limited access to new information that allows him to know the latest developments in their field (state of the art) and the possibility development further than has been achieved today (frontier of knowledge). While the learning material is viewed by students is too theoretical, less optimally utilize various media (Syantana, 2007:100).

The comfort of a learning process cannot be separated from good classroom management. Management of a class has an important role in increasing a person's sense of comfort when in the classroom because classroom is a place where students can learn and get knowledge and lecturer is the one who gives knowledge for students. Learning process must be supported by students' interest, so that students can receive knowledge easily. But sometimes there is students feel sleepy during the learning process and sometimes there is student choose to comeback before is considered boring for some student because conditions in classroom uncomfortable.

To create student's interest in learning process, lecturer need several methods. One of method that can be used is create a good classroom management. The good classroom management can be created by giving the good temperature, good lighting, the layout of the property is strategically and arrange seating students. It aims to provide and create optimal conditions in the classroom so that students can learn and work well. Optimal temperature and lighting setting in the classroom will be very influential for students to study because they can feel comfort, so they can get the knowledge easy from the lecturer. The lighting setting here it means the using of the lamp during learning process because sometimes the students feel bored if they study in dark rooms, for example the lecturer wants to close the door during teaching learning so they can use the lamp, so that students do not feel bored to study.

The layout of the property is strategically, for example the laying of the white board, the lecturer's desk and the distance between the seat of students and teacher should be adjusted, so they can enjoy the material. Arranging seating students can give something new in learning process. The good seating students will be very influential in the comfort of the material reception. There are several seating formation that can be used in learning process according students needed. For example, if the learning process is discussion,

lecturer should has used circular formation seat and if the learning process is speech, lecturer should has used lengthwise formation seat.

Formation in learning process is speech is changed in the process of activities carried by lecturer that aims to increase students’ interest. For example, the arrangement of the classroom in the form of setting/seating arrangement in management in learning process of course must be supported by facilities and cooperation between students and lecturer. The duty of lecturer is how to make the diversity of the student characteristics can be over come so that the learning objectives can be achieved. It is the duty of the lecturer in the classroom to manage well. Arrangement of seating has an important role in student’s learning concentration. Good classroom management will give birth to good learning interactions as well. Learning objectives can be determined after an evaluation by a set of items about which according to the formulation of learning objectives. This study is a pilot study into the relation between classroom management and students’ interest in Indonesian EFL higher education context. Specifically, the study will explore students of diverse majors learning English in relation to their responses on classroom management in EFL setting. Therefore, the authors is interested in conducting a research entitled “**The Correlation Between Classroom Management And Students’ Interest**” (Study Case At ABA UMI)”.

METHOD

This study employs a quantitative approach with survey method that utilizes correlation technique. It means, the authors described the correlation between variable X (Classroom Management) and Y (Students’ interest in learning English) at ABA UMI. This research paper took two of three class where the number of students was 120 and was taken the respondent 20 sample student of this research.

The Formula namely (Selvila et.at.,1960: 182)

$$n = N : (1 + N e^2)$$

ket : n = Total Sample , N = Total Population , e² = Error Score

$$n = N : (1 + N e^2)$$

$$20 = 120 : (1 + 120 x 1^2)$$

$$20 = 120 : 121$$

$$20 = 0,99 = 0,99 / 20 = 0,0495 x 100 = 4,95 = 5%$$

The instrument of this research used questionnaire. Questionnaire used to collect data about students perception about classroom management and students interest in learning English at the second grade of social class in ABA UMI student of semester IV.



The total number of the statements are 20 numbers. The statements consist about the classroom management are 10 number and students interest are 10 numbers. The compositions of the questionnaire are shown in the table 1 and Table 2

Table 1 The Compositions of Classroom Management

NO	Indicator	Number	Total
1	Visibility	2,6	2
2	Accessibility	1	1
3	Flexibility	4,5,8	3
4	Pleasure	9,6	2
5	Beauty	3,7	2
Total			10

Table 2 The Compositions of Student’s Interest

NO	Indicator	Number	Total
1	Enjoyment	1,8	2
2	Motivation	4,9	2
3	Attention	3,10	2
4	Need	5,7	2
5	Desire	2,6	2
Total			10

Table 3 Questionnaire Scores

Options	Score of Positive Statement	Score of Negative Statement
Very agree	4	1
Agree	3	2
Low agree	2	3

disagree	1	4
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To analyze the data about the classroom management and the students interest in learning English, the authors used a quantitative descriptive. A quantitative descriptive means here was to describe the distribution characteristic and the scores of each variable (the classroom management and student interest's). Classroom management here focused on aspects of the setting (management) learning environment that was related to setting the (student) and facilities. Activities that teachers can be setting the conditions and facilities that are needed in the classroom learning process including seating, equipment and teaching materials, classroom environment (light, air temperature, ventilation). Student's interest here was feeling like and attention to somebody, something or activity, that make the people give full attention to something which taking someone's fancy without command or compulsion from outside. To know the existence of relation between classroom management and student's interest, the authors used person product moment analysis. The testing was calculated using SPSS version 20.

Table 4 Correlation Table

Number Or "r" Product Moment (r _{xy})	interpretation
0,00-0,20	Between X variable Y there is a correlation, but the correlation is very weak and very low so there is no correlation between variables.
0,20-0,40	between X variable and Y are have low correlation between variables.
0,40-0,70	between X variable and Y are have standard correlation between variables.
0.70-0,90	between X variable and Y there is strong correlation.
0,90-1,00	between X variable and Y there is very strong correlation.

1. If probability > 0.05, H₀ is accepted

2. If probability < 0.05, H₀ is rejected

The statical hypothesis as follows :

H₀ : 0 (it means there is no significant)

H₁ : P ≠ 0 (it means there is significant)

FINDINGS AND DISCUSSION

The Correlation Between Classroom Management and Student’s Interest

To analyze data about the classroom management and student’s interest in English, the authors used a table frequency distribution. There is means to describe the distribution characteristics and the scores of each variable. The result of the data analysis from 20 respondents at the second social grade of ABA UMI about classroom management can be describe in the form of frequency distribution table as show in table 5.

a. The Recapitulation Data of Classroom Management

No	Name	Classroom Management (X) Score
1	S-1	33
2	S-2	29
3	S-3	28
4	S-4	24
5	S-5	26
6	S-6	29
7	S-7	26
8	S-8	20
9	S-9	34
10	S-10	29
11	S-11	28
12	S-12	28
13	S-13	37
14	S-14	31

15	S-15	33
16	S-16	29
17	S-17	28
18	S-18	32
19	S-19	29
20	S-20	28

To complete the point b, then the number of the score of each respondent we sort from the smallest to the largest.

$$\text{Reach (R)} = \text{Maximal} - \text{Minimum Score (37-20)} = 17$$

$$\begin{aligned} \text{Total Class (k)} &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log (20) \\ &= 6 \end{aligned}$$

$$\begin{aligned} \text{Interval Length (i)} &= R / \text{Log} \\ &= 17/6 = 2,83 = 3 \end{aligned}$$

Table 6. Frequency Distribution of Classroom Management

No	Group Of Interval	Absolute Frequency	Relative Frequency
1	20-22	1	5%
2	23-25	1	5%
3	26-28	7	35%
4	29-31	6	30%
5	32-34	4	20%
6	35-37	1	5%
Total		20	100%
	Mean	27	
	Modus	28	
	Max Score	37	
	Min Score	20	

Explanation :

- a. Mean : $X = \frac{\sum x = x_1+x_2+x_3+\dots}{n} = 555/20 = 27$
- b. Modus : The Largest Number of Absolute Frequency and the number that appears frequently (28).
- c. Max Score : Highest Group of Interval.
- d. Min Score : Lowest Group of Interval.

From the data distribution score of Classroom Management contained in table above, the highest empirical score achieved by the students are 37 and the lowest are 20. The data consist of 2 Classes. The average of Classroom management is 27. The modus of classroom management is 28. Maximal score is 37. Minimum score is 20.

b. The recapitulation data of Student’s Interest

No	Name	Student’s Interest (Y) Score
1	S-1	30
2	S-2	40
3	S-3	28
4	S-4	32
5	S-5	26
6	S-6	27
7	S-7	24
8	S-8	28
9	S-9	25
10	S-10	28
11	S-11	33
12	S-12	28
13	S-13	25
14	S-14	32



15	S-15	30
16	S-16	27
17	S-17	28
18	S-18	32
19	S-19	26
20	S-20	24

To complete the point b, then the number of the score of each respondent we sort from the smallest to the largest.

$$\text{Reach (R)} = \text{Nilai Maximal} - \text{Minimum (40-24)} = 16$$

$$\begin{aligned} \text{Total Class (k)} &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log (20) \\ &= 6 \end{aligned}$$

$$\begin{aligned} \text{Interval Length (i)} &= R / \text{Log} \\ &= 16 / 6 = 2,66 = 3 \end{aligned}$$

Table 8. Frequency Distribution of Students' Interest

No	Group Of Interval	Absolute Frequency	Relative Frequency
1	24-26	6	30%
2	27-29	7	35%
3	30-32	5	25%
4	33-35	1	5%
5	36-38	0	0%
6	39-41	1	5%
Total		20	100%
	Mean	28	
	Modus	28	
	Max Score	41	
	Min Score	24	

Explanation :

- a. Mean : $X = \frac{\sum x = x_1+x_2+x_3+\dots}{n} = 573/20 = 28$
- b. Modus : Angka Terbesar dari Absolute Frequency dan angka yang Sering muncul (28).
- c. Max Score : Group of Interval yang paling Tinggi.
- d. Min Score : Group of Interval yang paling Rendah.

From the data distribution score of Student’s interest contained in table above, the highest empirical score achieved by the students are 28 and the lowest are 24. The data consist of 2 Classes. The average of Student’s interest is 28. The modus is 28. Maximal score is 24. Minimum score is 20.

The correlation between classroom management and student’s interest analysis using correlation analysis. The power relation by the coefficient correlation of pearson product moment. The result of analysis as shown by the output of the test in the following table.

Table 9. Coefficient Correlation test Result X to Y Correlations

		Managemen t	Interest
Managemen t	Pearson Correlation	1	-.025
	Sig. (2-tailed)		.918
	N	20	20
Interest	Pearson Correlation	-.025	1
	Sig. (2-tailed)	.918	
	N	20	20

**** Correlation is significant at the 0.05 level (2-tailed)**



Based on the table above, it obtained that the coefficient correlation between classroom management (X) and student's interest (Y) have done $r = 0,025$ it indicated that the correlation between classroom management (X) and student's interest (Y) have done in weak correlation.

Based on the table above that the degree of significant was 0,918 Thus, there was devidence to accept H0 dan reject H1 which means that there was significant but very weak correlation between Classroom management (X) and student's interest (Y).

This Study was a Correlation Management research examining the relationship between independent variable with dependent variable. The independent variable was classroom management (X) while the dependent variable was Student's interest.

1. Classroom Management

From the data distribution score of Classroom Management on the table 2.2 , the highest empirical score achieved by the student's are 37 and the lowest are 20. The data consist of 2 Classes with of interval 3. The average of classroom management is 27. The modus of classroom management is 28. Maximal score is 37. Minimum score is 20. It means that the correlation between classroom management and student's interest is weak correlation.

2. Student's Interest

From the data distribution score of Student's interest contained in table above, the highest empirical score achieved by the students are 28 and the lowest are 24. The data consist of 2 Classes with of interval 2. The average of Student's interest is 28. The modus is 28. Maximal score is 24. Minimum score is 20. It means that the correlation between classroom management and student's interest is weak correlation.

The Important Role of Classroom Management

The comfort of a learning process cannot be separated from good classroom management. Management of a class has an important role in increasing a person's sense of comfort when in the classroom because classroom is a place where students can learn and get knowledge and teacher is the one who gives knowledge for students. the important role of classroom management will be shown as table below:

Item	Frequency Option				Total
	A	B	C	D	
1	10	4	4	2	20
2	7	5	5	1	20
3	3	5	7	5	20
4	6	6	4	4	20
5	8	6	4	2	20
6	6	8	5	1	20
7	4	3	7	6	20
8	9	5	5	1	20
9	7	6	4	3	20
10	6	8	4	2	20
11	7	5	4	4	20
12	7	8	3	2	20
13	7	5	5	3	20
14	4	5	6	5	20
15	5	4	6	5	20
16	6	8	4	2	20
17	8	6	3	3	20
18	6	7	4	3	20
19	9	7	3	1	20
20	8	7	5	0	20

Classroom Management

Item 1 : About To attract the attention of students, teachers paused in describing the material (in this case a pause in the provision of material)

The data indicated that out of 20 student’s : 50% (10 out 20) of the students are very Anggre; 20% (4 out 20) of the student’s are agree; 20% of the student’s low agree; 10% of the students disagree.



Item 2 : About Students are more pleased if the teacher allowed them to choose their own seat while learning.

The data indicated that out of 20 student's : 35% (10 out 20) of the students are very Anggre; 20% (4 out 20) of the student's are agree; 25% (5 out 20) of the student's low agree; 10% (1 out 20) of the students disagree.

Item 3 : About whenever the lecturer explains the material, then Lecturer test understanding of the material to students.

The data indicated that out of 20 student's : 15% (3 out 20) of the students are very Anggre; 25% (5 out 20) of the student's are agree; 35% (7 out 20) of the student's low agree; 25% (5 out 20) of the students disagree.

Item 4 : About Transfer of the seating position of lecturers in the classroom can help attract students.

The data indicated that out of 20 student's : 30% (6 out 20) of the students are very Agree; 30% (6 out 20) of the student's are agree; 20% (4 out 20) of the student's low agree; 20% (4 out 20) of the students disagree.

Item 5 : About The ABA is very pleasant learning environment, as a means of learning sufficient.

The data indicated that out of 20 student's : 40% (8 out 20) of the students are very Agree; 30% (6 out 20) of the student's are agree; 2% (4 out 20) of the student's low agree; 10% (4 out 20) of the students disagree.

Item 6 : About In changing the form / format of the room will affect the mood or condition undergoing students in the learning process

The data indicated that out of 20 student's : 30% (6 out 20) of the students are very Agree; 40% (8 out 20) of the student's are agree; 25% (5 out 20) of the student's low agree; 5% (1 out 20) of the students disagree.

Item 7 : About force discipline in managing the learning will make students more fun in following the learning process.

The data indicated that out of 20 student's : 20% (4 out 20) of the students are very Agree; 15% (3 out 20) of the student's are agree; 35% (7 out 20) of the student's low agree; 36% (6 out 20) of the students disagree.

Item 8 : About Provide an effective class organization by creating a study group would be very helpful process efficiently learning.

The data indicated that out of 20 student's : 45% (9 out 20) of the students are very Agree; 25% (5 out 20) of the student's are agree; 25% (5 out 20) of the student's low agree; 5% (1 out 20) of the students disagree.

Item 9 : About When the process of learning takes place. Teachers should establish communication with students to create a feedback loop, so that the learning process becomes effective and

The data indicated that out of 20 student's : 35% (7 out 20) of the students are very Agree; 30% (6 out 20) of the student's are agree; 20% (4 out 20) of the student's low agree; 15% (3 out 20) of the students disagree.

Item 10 : About Lecturer should care if students have difficulty during the learning process.

The data indicated that out of 20 student's : 30% (6 out 20) of the students are very Agree; 40% (8 out 20) of the student's are agree; 40% (4 out 20) of the student's low agree; 10% (2 out 20) of the students disagree.

Students' Interest

Item 11 : About The English language is a very pleasant subjects.

The data indicated that out of 20 student's : 35% (7 out 20) of the students are very Agree; 25% (5 out 20) of the student's are agree; 20% (4 out 20) of the student's low agree; 20% (4 out 20) of the students disagree.

Item 12 : About The teacher really knows how to make us become enthusiastic about the subject matter

The data indicated that out of 20 student's : 35% (7 out 20) of the students are very Agree; 40% (8 out 20) of the student's are agree; 15% (3 out 20) of the student's low agree; 10% (2 out 20) of the students disagree.

Item 13 : About student's like to sit behind for much of the monitoring of teachers.

The data indicated that out of 20 student's : 35% (7 out 20) of the students are very Agree; 25% (5 out 20) of the student's are agree; 25% (5 out 20) of the student's low agree; 15% (3 out 20) of the students disagree.

Item 14 : About The competition is healthy and positive in the learning process can also motivate the students, for example, compete for high scores in the classroom.

The data indicated that out of 20 student's : 20% (4 out 20) of the students are very Agree; 25% (5 out 20) of the student's are agree; 30% (6 out 20) of the student's low agree; 25% (5 out 20) of the students disagree.

Item 15 : About To train students on the sensitivity of the material to be described also can trigger student interest, for it is important for teachers to mention the first title material.

The data indicated that out of 20 student's : 25% (5 out 20) of the students are very Agree; 20% (4 out 20) of the student's are agree; 30% (6 out 20) of the student's low agree; 25% (5 out 20) of the students disagree.

Item 16 : About Application of the method in a class of frequently asked questions can generate curiosity student / student more on learning materials.

The data indicated that out of 20 student's : 30% (6 out 20) of the students are very Agree; 40% (8 out 20) of the student's are agree; 20% (4 out 20) of the student's low agree; 10% (2 out 20) of the students disagree.

Item 17 : About student's have never asked the teacher if I have difficulty.

The data indicated that out of 20 student's : 40% (8 out 20) of the students are very Agree; 30% (6 out 20) of the student's are agree; 15% (3 out 20) of the student's low agree; 15% (3 out 20) of the students disagree.

Item 18 : About Student's attention was more focused on the teacher who uses teaching methods that draw.

The data indicated that out of 20 student's : 30% (6 out 20) of the students are very Agree; 35% (7 out 20) of the student's are agree; 20% (4 out 20) of the student's low agree; 15% (3 out 20) of the students disagree.

Item 19 : About Provide opportunities for students to express their opinions in class can raise the confidence and enthusiasm of students.

The data indicated that out of 20 student's : 45% (9 out 20) of the students are very Agree; 35% (7 out 20) of the student's are agree; 15% (3 out 20) of the student's low agree; 50% (1 out 20) of the students disagree.

Item 20 : About Student's learned attention be lost if there was a commotion in the classroom.

The data indicated that out of 20 student's : 40% (8 out 20) of the students are very Agree; 35% (7 out 20) of the student's are agree; 25% (5 out 20) of the student's low agree; 0% (0 out 20) of the students disagree.

Based on the data analysis obtained through the questionnaire about the preference of the role classroom management in process learning, the authors conclude that the learning process must be supported by classroom management, although the management class does not really affect the students' learning process. The comfort of a learning process can not be separated from good classroom management. Management of a class has an important role in increasing a person's sense of comfort when in the classroom because classroom is a place where student's can learn and get knowledge and teacher is the one who gives knowledge for students.

CONCLUSION

Based on the previous discussion and the result of study, the authors concluded that there was a correlation between Classroom Management and Student's Interest. The coefficient correlation between Classroom Management (X) and Student's Interest (Y) was $r_{xy} = 0,918$. Based on the findings above, it can be concluded that student's interest can be improved by classroom management as switching position in teaching process. Explaining the material using voice loudly and clearly, giving chance for the students' to answer the questions. It is important to maintain eye contact to entire class when explaining the material and admonish students' who do not pay attention in learning process. The implication of the study shows that language learning in EFL setting has direct relation with students' interests and teachers' capability in classroom management. Hence, the study suggests that teachers in EFL context should constantly pay close attention to classroom management while considering the students' needs to afford efficient language learning.

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