

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about A Concept of Zoning Systems, Classification Students in Classroom, Teacher's Strategies to Motivate Students and Previous Study.

A. A Concept of Zoning Systems

Zoning System is a new students admission method based on the location or house of the students that near of the school. This system began to be implemented in 2016, then for the first time in 2017 the zoning system was implemented in Admission of New Students and perfected in 2018 by Regulation of the Minister of Education and Culture in Indonesia No. 14 in 2018. The zoning system has the highest quota of all revenue channels. The example one, in East Java's Admission of New Students of Senior High School, the quota in zoning system is 50 percent, while in DKI Jakarta's Admission of New Students the quota provided in zoning system is 60 percent. The Government through the Ministry of Education and Culture has issued Regulation of the Minister of Education and Culture in Indonesia No. 51 in 2018 regarding Admission of New Students. The regulations of Admission of New Students implemented by the Regency/City Government for the basic education, as well as the Provincial Government for secondary education, are required to be used three pathways, namely are the zoning route (90 percent), the achievement track (5 percent), and the parent/guardian movement (5 percent) (Kompas.com, 2019:7).

According to Effendy (Kompas.com, 2019:7) in implementation of the Admission of New Students last year, the zoning system not to be ideal, it needs evaluation and improvement. This statement is Ministry of Education and Culture are working to improve the zoning system to be better. Zoning system has its own regulations, such as the schools by the local governments should be accepted by prospective students domiciled in closest zone radius of the school by a quota of at least 90 percent of the total number in students received.

From the problems above, Admission of New Students makes some rules in zoning system, they are:

1. Schools run by local governments must be accepted prospective students domiciled in the closest zone-radius of the school with a quota at least 90% of the total number of students received.
2. Domicile of prospective students included in school zoning system is based on the addressed in the family card issued no later than 6 (six) months before the implementation of Admission of New Students.
3. The closest zone-radius of zoning system is determined by the local government in accordance with the conditions in the area by taking into account the availability of school-age children in the area; and the amount of school capacity.
4. The determination of the zone-radius in the zoning system is determined by the regional government by involving the school principal's deliberations / working groups.
5. For schools located in provincial / district / city border areas, the percentage of student admissions and the nearest zone radius can be

determined by written agreement between intergovernmental regional governments.

6. Prospective students outside of zoning system can be accepted in several ways, namely: through the path of achievement with a maximum quota of 5% (five percent) of the total number of students received. And the reason for the transfer of domicile of parents / guardians or reasons for natural / social disasters with a maximum of 5% (five percent) of the total number of students accepted.
7. The zoning system is a top or most important priority in Admission of New Students at the junior and senior high levels. After the zoning selection is considered the results of the selection of elementary school level examinations or the national junior high school exam results.
8. For elementary school level, the zoning system becomes the second stage of selection considerations after the minimum age at school is fulfilled.

1. The Advantages and Disadvantages of Zoning Systems

From the declaration above, the Minister of Education and Culture in Indonesia (Effendy: 2019) explained into the advantages and disadvantages from zoning system effects, such as:

1. Zoning System is one of the strategies to accelerate the distribution of quality education. The good side of the zoning system is can reduce traffic density and the relationship between schools and the environment will be more intertwine.

2. The opportunity for prospective students to be accepted at school will be even greater if the distance of the residence to the school is getting closer.
3. The large number of students domiciled in places that are relatively close to the school, passing each other on the streets decreases. The further impact of this will be obviously reduce transportation costs, so that it will have a positive effect on the economy.

There is also having some disadvantages from zoning system effect, such as:

1. It turns out, besides having a positive impacts, zoning system also having negative impacts. With the addition of scores based on the distance index of residence to the school, the level of competition for academic ability between prospective students in different zones becomes more closed. Prospective students with lower academic grades in junior high can beat prospective students who have higher academic grades if the distance is closest.

2. From 1945 Constitution Article 31 Paragraph (1), the zoning policy does not provide the equal opportunities in obtaining education. Based on the regions, the quantity of students is more due to the close distance. This is the input from the students become lower in quality.

3. An institution that processes to produce a student, the quality of inputs is very influential on the quality of the student. Even after being evaluated, informally and compared with the teachers who are directly involved with learning in the class, shows a decrease the abilities the learning material. This situation can trigger a decrease in the quality of graduates. From this explanation, it is likely that several negative impacts will occur.

From the declaration above, it can be concluded that zoning system also has advantages and disadvantages effects. To maximize the results of zoning system, the order also provides some rules so that it can be carried out properly.

B. Classification Students in Classroom

1. Definition of Heterogeneous Class

Heterogeneous Class in educational settings included students from a wide range of instructional levels. The practice of assigning mixed groups of students to shared classrooms stems from the education precept that positive interdependence develops when students of varying achievement work together and help each other reach educational goals. Heterogeneous groups contrast directly with homogeneous groups, in which all students perform at roughly the same instructional level. In heterogeneous class, the teacher may deliberately pair low-, medium-, and high-level readers (as measured by reading assessments) together in a heterogeneous group to read and analyze a given text together. This type of cooperative group can improve outcomes for all of the students as the advanced readers can tutor their lower-performing peers. Rather than putting gifted students, average students, and special-needs students in separate classrooms, school administrators may divide students into classes with a relatively even distribution of abilities and needs. Teachers may then further divide the group during instructional periods using either the heterogeneous or homogeneous model.

2. Types of Heterogeneous Class

Heterogeneous can conclude that classification into two groups, they are regular class and excellent class. Besides that, one of the policy at Junior High School 01 Ngunut Tulungagung to divided the various characteristics from students is regular and excellent class.

a. Regular Class

According (Bui & Quirk 2010; Gut, 2012) is same as same as inclusive education, is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high- quality instruction, interventions, and supports that enable them to meet success in the core curriculum. Regular Class means a school room planned for instructional purposes to accommodate a class of pupils under the direction of a teacher in the elementary grades, or in a secondary school in such subjects as English.

Regular Class is class that the students are very various students in class. The students of the regular class is not always bad evaluation. They are just different students from the others. The students from regular class also difference from students of excellent class. For example that difference from their motivation in learning English, difference from their ability, intelligence, behavior, and how to they interesting to learn English.

Based on the implementation all of the program instruction regular class issued written by Melissa Kelly (2019), regular class should has be the following characteristics on how to develop classroom expectations with students so that:

1. Reasonable and Necessary
2. Clear and understandable
3. Consistent with instructional goals
4. Aligned with learning practices
5. Consistent with school expectations

Besides from the students of regular class are the students that various characteristics in motivation to learn English and also various characteristics in quality, so from the big case the teacher should be having the management of a heterogeneous classroom, such as:

- a. Teachers need to remain aware and recognize when a heterogeneous grouping does not function properly for a student at any level. Teachers should support advanced students by supplying additional academic challenges and help students who fall behind receive the assistance they need to catch up.
- b. Students in the middle of a heterogeneous group face the risk of getting lost in the shuffle as the teacher concentrates on the special needs of students at either end of the spectrum.

b. Excellent Class

Excellent class is class that the students are about high scores, and perhaps high in intelligence. Also excellent class have a different in all from other aspects. Excellent class is different with regular class. For example that difference from

their motivation in learning English, difference from their ability, intelligence, behavior, and how to they interesting to learn English.

Based on the implementation of the program instructions excellent class issued by the Department of Education and Culture (1994), written again by Lewis, excellent class should have the following characteristics:

1. Inputs are selected strictly selected using criteria that can be justified.
2. Facilities and infrastructure to support the learning needs of channeling students' interest and talents.
3. Learning environment conducive to the development of potential advantages into real advantages.
4. Has a principal and educational staff that excels, both in terms of mastery of subject matter, teaching methods, and commitment in performing the task.
5. The curriculum is enriched, to develop and improvisation curriculum to the maximum according to the demands of learning.
6. Span of time studying in school longer than any other class, and the availability of adequate hostel.
7. Quality learning process and the results are always accountable to students, institutions, and society.
8. Any additional treatment beyond the curriculum, enrichment and extension programs, remedial teaching, guidance and counseling service quality, fostering creativity, and discipline, dormitory system, as well as other extracurricular activities.

9. Development of leadership skills are integrated into the overall system of coaching students through direct practice in everyday life.

3. The Advantages and Disadvantages of Heterogeneous Class

Based on Lewis states (1999:155) there are some advantages from the heterogeneous class. Such as:

1. For students of lower ability, being included in a heterogeneous group rather than pigeonholed into a homogeneous group reduces their risk of being stigmatized. And labels that classify academic skill can become self-fulfilling prophecies as teachers may lower expectations for students in special-needs classrooms. They may not challenge those students to perform well and may rely on limited curriculum that restricts exposure to concepts some students could, in fact, learn.

2. A heterogeneous group gives advanced students a chance to mentor their peers. All members of the group may interact more to help each other understand the concepts being taught.

Based on this explanation, Lewis also giving the disadvantages from heterogeneous class, they are:

1. Students, parents, and teachers may prefer to work in a homogeneous group or be part of a homogeneous classroom. They may see an educational advantage or just feel more comfortable working with peers of similar ability.

2. Advanced students in a heterogeneous group may at times feel forced into a leadership role they do not want. Rather than learning new concepts at their own

speed, they must slow down to assist other students or curtail their own study to proceed at the rate of the whole class. In a heterogeneous grouping, advanced students may take the role of co-teacher, rather than advancing their own skills.

3. Students of lower abilities may fall behind in a heterogeneous group and may be criticized for slowing the rate of the whole class or group. In a study or work group, unmotivated or academically challenged students may be ignored rather than assisted by their peers.

C. Teacher's Strategies to Motivate Students

Mintzberg (1994) as quoted by Nickols (2012:40) point out that strategy is a plan, it means of getting from here to there. By having the standard or measurement through certain teaching and the teacher can create the situation which is effective for the activity in the classroom. To solve the problems above, such as the difficulty in learning English, teachers are demanded to have initiative and creative way to make students feel interest in learning, especially in learning English.

Basically, the teacher has important roles in teaching and learning process in classroom. Teacher is also the main command for their students. one of the important command is motivating strategy. Motivation is an essential condition of teaching and learning process. The essential condition process is how to create the essential condition or some activities to engage the students to do in leaning activities. Moreover, teacher takes an essential part for this term. The teacher should think how making the students to be active in good learning activities in the classroom. Teaching strategy for a teacher is very important if he wants to

become a professional teacher, so in this addition the teacher must be master the substance of this subject which she or he master. The teacher is also able to apply well how to motivate the students.

Motivation is to reach successful on teaching learning process needed one important factor, namely “motivation”. Motivation is the basic impulse that drives a person to behave. Besides from Hatch as quoted by Harlow (2011) motivation is a state located in the one who encouraged him to perform certain activities in order to achieve a goal. According to Dorney (2007:73), motivation is change energy on individuals signed by “feeling” and formerly with reaction toward the purpose.

Motivation is a stage of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and or physical effort so that the person can achieve some previously set goal (Williams and Burden 1997:120).

According to Reid (2002:123) the functions of motivation are:

- a. Motivation as a stimulation action.

For example, some children around three years old having playing with their friends and one of them being confused of something because they can not take it on the table. Certainly, they will think how they can reach it. This case shows that there is stimulations of the child, something on the table make him being anxious and think how to reach it. This is making him being motivated and tries to reach it.

b. Motivation as a moving action

This motivation have a function to make a students for example to study hard, they will use most of the time to study in order they will get the best result.

c. Motivation as guidance of action

This motivation make the students know what they will do and what must they neglected in learning process.

There are kinds of Motivation from Gerungan as quoted by Uno (2010) motivate can be classified into three kinds, they are:

- a. Motive of biogenetic is motivate which comes from organ necessity to life continuously such as feeling hungry and thirsty, taking a rest and learning to do activities.
- b. Motive of socio genetic is s a motivate which comes from environment where an individual lives. This motivate is not expanded by itself but it is influenced by culture environment where the individual lives. For example is someone desires to learn English and wants to get good achievements.
- c. In motive of theologies. For example people pray every day. Wishing to serve toward the God in order to realize some religious values.

Based on Frandsen as quoted by Harlow (2007) there are three kinds of motivation, as follows:

- a. Cognitive motivation: This motivation concern with individual satisfaction and usually it processes and products way of thinking.

- b. Self-expression: Fulfilling self-expression needs creativity and imagination. So, in this part someone has desire and actualization.
- c. Self-enhancement: This motivation deals with passing on the self-actualization and developing competition which will increase progressing on self-individual. In learning process, this motivate can create healthy competence situation for the students.

Motivating strategy is the skill in the activity before opening the lesson. Motivating strategy refers to pre-activity, whilst-activity, and post-activity. Motivating strategy is an activity of carried out by the teacher to create the situations in which the students are ready to focuses their attention on the teaching and learning process in the classroom. Giving motivation strategy in the process of teaching and learning English is aimed to improve the quality of education.

Based on Wilcox, 2017:4, there are five top strategies for motivating students in learning process, as follows:

1. Promote growth mindset over fixed mindset. The students with a growth mindset are certainly more motivated to work hard.
2. Develop meaningful and respectful relationship with your students. If the teacher are going to truly inspire and motivate all of our students, the teacher should know each of them on a personal levels.
3. Grow a community of the students in the classroom. It means that the students need a classroom environment that is safe, where they are willing to take risks and struggle.

4. Establish high expectations and establish clear goals. It means that setting high expectations and supporting the students as they struggle allows learners to rise to meet those expectations.
5. Be inspirational. These are the teachers that have inspired, challenged, and motivated students enough to be memorable years later.

There are some teacher's strategies to motivate students in learning:

- a. Becoming a role model for student interest

The teacher delivers presentations with energy and enthusiasm, display motivation to the students, and makes the personal courses and shows why the material is interesting.

- b. Getting to know your students

Teacher should be able to know the students' concern and backgrounds and students' personal interest. By knowing those, the teacher will inspire the students appropriately.

- c. Using examples freely

Many students wants to be shown why a concept or technique is useful before they want to study it further. The teacher informs to the students about how teacher course prepares students for future opportunities.

d. Being free with praise and constructive in criticism

The teacher offers not judgmental feedback to the students' work, stresses opportunities to improve, looks for ways to stimulate advancement, and avoids dividing students into minor group.

e. Giving students as much control over their own education as possible

The teacher lets students choose paper and project topics that they are interested and assesses them in a variety of ways (test, papers, presentation and project) to give students more control over how they show their understanding of the teacher. The teacher also gives students options for how these assignment are weighted.

The students with a low in quality are lack of motivation. The lack of motivation often stem from a low self-esteem or confidence level. As the teachers, there is a lot that can be done to improve the motivational level. One needs to remember that these students are often heterogeneous of them. Such as in low motivation, low in their intelligence, low in their behavior, and low interest in learning English. There are also some strategies to improve motivation as stated by Watson, are:

- a. Always build on prior knowledge, it means that the teacher really needs to understand exactly where the students is academically good.
- b. Be sure to praise and recognize all efforts and attempts at improving. Give a lots of verbal and non verbal reinforcements.

- c. Provide opportunities for peer mentoring, buddy up, social skill development and cooperative learning whenever the situation presents itself.
- d. Use graphic organizers to assist the student.
- e. Give immediate feedback for on task, task completion, solid efforts and demonstrated improvement at every opportunity.
- f. Encourage independence at every opportunity and provide positive feedback when the student is working well independently.
- g. Always focus on the students' abilities not disabilities,
- h. Provide opportunities for the students to take risks in new learning situations.
- i. Give the students opportunity to provide feedback. Always provide opportunities throughout the day for the students to experience success.

From the declaration above, the writer can conclude that the teacher strategies are the important one to motivate students in learning process. The teacher must have alternative ways in order the process of learning can be interest and fun.

According to (Harmer: 2001) there are some following characteristics to improve the students motivation to successful in teaching learning process. Such as:

1. A willingness to listen. Good students listen what's going on in teaching and learning process. In terms are really listening to the English that is being used, soaking it up with eagerness and intelligence.

2. A willingness to experience. Many students are not afraid to have a go. It means that they are prepared to take risks, to try things out and see how it works in teaching and learning process.
3. A willingness to ask questions. Although some teachers can become irritated by the students who are constantly asking the difficulties in teaching and learning process. And for the students, it is very good if they have some questions for the teacher.
4. A willingness to think about how to learn. Good students bring or invent their own study skills when they come to a lesson by their own or perhaps making group discussion.
5. A willingness to accept corrections. Good students are prepared to be corrected if it helps them. It means that the teacher are giving feedback involves praising students for things they do well and offering them the ability to do things better where they were less successful. It involves teachers in judging their students' responses to correction so that they can act accordingly.

Based on the statement above, the teacher must have alternative ways in order the process of learning can be interest and fun. Not just it, the learning model by the teacher is one of the important ways to improve students' motivation. Learning model is a form of programs or user guide teaching strategies designed to achieve the learning objectives. The guidance includes the teacher's responsibility in planning, implementing, and evaluating learning activities. One of the goals of the use of learning model is to increase the students during in learning activities.

Based on Henson (1999:373) motivation is a student's interest in doing academic work and learning academic material.

William (1986:84-85) describes the functions of motivation below:

- a. Stimulate the students to do activity. It means that motivation is used as a stimulus for every activity.
- b. Established with the action. It means that motivation is giving direction toward to whom that they wants to gain, thus motivation gives direction on activity that as appropriate with the goal
- c. Select the action. It means that motivation make students become active and they have real purpose in their activity.

Blumenfeld (1992) as quoted by Harmer (2009) explains that a teacher has three important orders to motivate students, as follows:

- A. The teacher asks the students to be active on teaching learning process in the classroom (teacher is creating learning motivation condition).
- B. The teacher makes plan for long term program to improve student's personality (the students are able to educate themselves for long time).
- C. The teacher stimulates the students to have ideas toward what they want to learn.

As we know that to makes the students active on teaching learning process in the classroom can be done by using discussion, making group working, asking and answering question , playing games and it can be follow them to sing a song English. It needs a plan for to do something and need long time to prepare it. To

improve students' motivation in learning English is not easy ways, but it is the big challenge to the teacher.

From that point, the researcher can conclude that strategies are very useful for students' learning, for example to enrich their vocabulary mastery. Moreover, strategies in teaching and learning process are more important and also useful for the teacher and the students.

D. Previous Study

The previous study conducted by Yustikasari: 2003 investigated the impact of with the Tittle "*Teachers' Activities to Motivate Students in Learning English at MTs Muhammadiyah Watulimo Trenggalek*" that having a correlation between the teacher and students in teaching learning English process in the classroom. The data were obtained from interview and observation. The findings from that there was a many activity to motivate the students that was done by the teacher at MTs Muhammadiyah Watulimo Trenggalek. Teachers' activities are having to indicated that all having a positive impact to motivate students in learning English. And also that had a making a good relationship between students' English and teacher. It study shows that teachers' activities to motivate students is able to give an effect to the achievement of English learning result.

Bristol: 2008 with the Tittle "*The Relationship Between Motivation and Achievement in Foreign Language Learning in Sixth Grade Form College in Hong Kong*" in those study means to investigate on the relationship of motivation and English achievement with concern on the intrinsic and extrinsic motivation.

The data were gotten from questionnaire and interview. The findings was indicated that there was a positive relationship between motivation and achievement among this sample of Hong Kong Advanced-level students in this sixth grade from this college. The results also was indicated that all the high, average and low achievers is intrinsic motivation that had a positive communication with the students' English grades. It studies shows that intrinsic motivation is able to giving the effect to the achievement of English students learning result.

Another study was conducted by Jeviza: 2016 with the Tittle "*The Relationship Between Students' Motivation and English Learning Attitude*" that investigated the students' motivation in learning English and attitude, that supported by intrinsic and extrinsic motivation. With those research problem was "are the students motivated intrinsically or extrinsically towards learning English?". This research were obtained with questionnaire and interview. The participants are a number of students at a course. This result of this research is the students' have good attitude in learning English because one of the reason is supported by intrinsic and extrinsic motivation. It also provides that most students have more extrinsic motivation than intrinsic motivation. It refers to that the students motivated intrinsically and extrinsically toward learning English but in this research shows that the students' extrinsic motivation higher that intrinsic motivation.

The distinguished of previous studies and this current research are both of previous studies focused on the teacher to motivate their students and students in learning English. In this case, the researcher is giving a Tittle "*Teacher's*

Strategies in Motivating Students to Learn English at Junior High School 01 Ngunut Tulungagung". Then this data is also conducted to investigate whether the teachers' strategies can contribute to motivate the students in learning English or not.