

CHAPTER I

INTRODUCTION

A. Background

Individuals usually have expectation when they are going to do something. The expectation depends on what or who they are dealing with. Students will have expectation when they enter a classroom to study and it may vary. EFL classroom also provides expectations for their learners. It ranges from the activities, the teachers, the school facilities or even the games played in the classroom.

Expectation generally communicate how students treat each other opposed to procedures that communicate how students operate in the classroom (Everston and Emmer, 2009). Expectations describe behaviors that make the classroom a good place to live and learn for all students (Weinstein 2003). Expectations communicate general standards or expectation with a single rule encompassing a wide range of behaviors. Research has shown that designing and implementing expectations at school, and at home, significantly influence behavior and learning. Expectations clearly communicate that school is a place for learning and will give students a structure to help them feel that school is a safe and a predictable place to learn (Marzano et.al., 2005).

Every meeting, students expect something new. They hope their English teachers give new interesting games, vocabularies, or even tasks. They also expect

the school to upgrade the learning facilities or program for EFL learning. These expectations will generate students' learning motivation.

Motivation is typically defined as the forces that account to the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconception about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated.

Any foreign language will seem difficult for new learners since they will find new vocabularies, sentence structures, grammar, and pronunciation that are definitely different from their first language. One of the most crucial aspects in learning foreign language is motivation. When students find that the language they are learning is difficult, self motivation will be one of the key factors of successful learning.

Indeed, students come to school and enter classroom with different motivation. Motivation can come from anywhere and anyone; external or internal. Friends provide great influence for students both positive and negative. It can be a good motivation. For example: when someone gets bad score at English, but his friends get better; it can be a good learning motivation. Parents also give special portion in students' learning motivation. Other sources of students' learning motivation are teachers and school. Good teachers may give special effect on students' learning motivation. When students like they the teachers teach, they will usually feel highly motivated and vice versa. School also holds important role

in giving students motivation from its policy, facilities, programs, and many more. Those are the samples of external factors that may motivate students. The biggest motivation, however, should come from the students themselves. External factors will be useless when the students do not feel motivated.

Expectations will also generate perception towards EFL classroom. When students' expectation is fulfilled, it will create a good perception and vice versa. Perception will also influence the learning outputs since it will affect students' motivation.

Students' own understanding and perception of their social experience and interactions have been explored in a limited way and primarily in the domain of negative behavior (Warden et al, 2003). Although the importance of the teachers' role in generating a positive classroom climate is unquestioned, teachers' perceptions of their role in promoting students' emotional and social behavior has been less well documented (Gillies, 2004).

Expectation, motivation, and perception are initial keys of successful EFL classroom. When English teachers know students' expectation, motivation, and perception, they will be able to plan the class and give the students what they really need. Therefore, the writer wants to investigate expectation, motivation and perception about EFL classroom.

B. Research Questions

Based on the background of the study above, here are the research questions of this research:

1. How is the students' expectation about EFL classroom?
2. How is the students' motivation about EFL classroom?
3. How is the students' perception about EFL classroom?

C. Aims of the Research

Consistent with the problem formulation above, this research aims at:

1. To investigate the students' expectation about EFL classroom
2. To investigate the students' motivation about EFL classroom
3. To investigate the students' perception about EFL classroom.

D. Benefits of the Research

This research will give some benefits for such parties as teachers, students, researchers, and other parties concerned in English education. Here are the benefits of the research:

1. The teachers will know students' expectation, motivation, and perception about their EFL classroom. Thus, they can prepare the class better to improve students' English mastery.
2. The result of this research will give knowledge to the teachers to determine their teaching plan.