

# THE INFLUENCE OF SOCIAL-EMOTIONAL APPROACH TO STUDENTS' MOTIVATION IN LEARNING ENGLISH

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## Abstract

The purpose of social-emotional approach in class is to enable teacher to create situation in which students can experience change in the learning process. If the approach is successful, the teacher will be easy to give motivation to the student so that it can influence students' behavior and learning spirit. The purpose of the research was to find out whether or not there is influence of social-emotional approach in the motivation of students in learning English when it is applied by the teachers. The object of the research was 42 students of TAB X class at SMK PGRI 2 Ponorogo. The techniques of collecting data were questionnaires and documentation. The analysis technique used was correlation coefficient contingency and product moment. The result of the reserach implied that there was very strong correlation between social-emotional teachers approach to the students' motivation of TAB X Class at SMK PGRI 2 Ponorogo.

**Keywords:** Learning English; Motivation; Social-Emotional

## Abstrak

Pendekatan sosial-emosional di dalam kelas, berfungsi sebagai upaya guru untuk menciptakan bagaimana suasana siswa agar mengalami perubahan dalam proses belajar. Bila pendekatan sudah tercapai guru akan lebih mudah memberikan motivasi terhadap siswa sehingga dapat mempengaruhi tingkah laku bahkan semangat belajarnya. Tujuan dari penelitian, untuk mengetahui ada tidaknya pengaruh pendekatan social-emotional guru Bahasa Inggris terhadap motivasi belajar Bahasa Inggris. Objek penelitian kelas TAB X di SMK PGRI 2 Ponorogo dan jumlah muridnya 42. Teknik pengumpulan data menggunakan angket dan dokumentasi. Teknik analisis menggunakan korelasi coefficient contingency dan product moment. Hasil dari peneliian, ada hubungan yang sangat kuat antara pendekatan social-emosional guru dengan motivasi siswa kelas X TAB di SMK PGRI 2 Ponorogo

**Kata kunci:** Pembelajaran Bahasa Inggris; Motivasi; Sosial-Emosional

## INTRODUCTION

Learning process is an activity that requires balance between the teachers and students. According to Bruner (1996), learning is not to change person's behavior but to change the school curriculum be such

that students can learn more and easier. Gagne (1985) argues that learning is process for motivation in the knowledge, skills, habits, and behavior. In addition, learning is the acquisition of knowledge and skills acquired from the instruction. Therefore, the teacher

should be able to cultivate the students' motivation in learning process.

Motivation is very important in all activities including learning activities. Teacher as facilitator is requested to establish conducive situation of learning. So that, learners can be motivated to learn. In relation to motivation of learning, there is a close deal with classroom management system.

The students' problems are amongst of many factors that affect the management class. Because classroom management for teachers is used to increase the learning spirit of individual or group. Many students feel lazy in the classroom, not be able to understand the lessons, unenthusiastic, sleepy, and cheating over the lessons (see Arifin, 2019; Harida and Zulaihah, 2017; and Harida and Wulandari, 2019; Suprayitno *et al*, 2019).

Classroom management is the process of creating positive condition emotional with good relationship between teachers and students or between students with students. Good relationships between teachers and students can create interactions. Optimal interaction depends on the approach of teachers in classroom.

The social-emotional approach is very effective and efficient in the togetherness good student in the classroom, school and community environments. But within the scope of the school, this approach serves as teacher attempts to create in situation students how to experience change in the process study. In this case the teacher to creating healthy personal relationships in order to create harmonious relationship to the students.

Social-emotional learning promotes activities that develop children's ability to recognize and manage emotions, build relationships, solve interpersonal problems, and make effective and ethical decisions,

(Yoder, 2014:2). In addition, this is best done through effective classroom instruction, promotes student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation (Casel Guide, 2013:9). Therefore, Social-emotional learning can be an alternative for more effective learning for the students.

According to Maslow (1970), human behavior was raised and directed by needs specific. This needs that motivate a person's behavior." Motivation is very important in teaching and learning activity. "Motivation is defined an intrinsic or extrinsic power that drives person to perform some actions to achieve desired goal", (Faryadi, 2008:47). In education, motivation related with the problem of arrangement for conditions so that learners will perform to best of their abilities in academic settings. Actually when the teacher and students the teaching learning process in class must be used the learning motivation to make the process more effective and find succeed of the plan. "Motivation helps to activate person's determination, increases his will power and perseverance to achieve the intended goals" (Faryadi, 2008:156). Thus, teaching learning process can be held as planned.

Today's focus of learning English is achieving the communicative competence. It emphasizes on mastery of the social function of language as a communication tool. One of the main determinants of second/foreign language learning achievement is motivation (Dörnyei, 1994: 273-284). Motivation in learning is influenced by students' themselves, the teachers, and also students' environment. Due to the existence of motivation, the successful learning can be achieved.

In language learning, both teachers and students in these cases had a number of things

on their side: they were highly motivated, they really wanted to learn and they had powerful reasons for doing so –including, of course, a fear or failure (Harmer, 2001:8). Further, Arifin (2015) argued that Language learning is actually a process of trial and error, which means trying and making mistake.

It means no matter what and how the methods are used, the result will be affected by the motivation of the students and the teachers. With motivation, people are eager to do more. In this education field, motivation makes the students want to learn their subject more from everything and the teachers also try to make the dynamic class. It can be summed up that high motivation will affect learning achievement.

The purpose of the research, to know whether there is influence of social-emotional approach or not in English teachers to motivation students in learning English at TAB X Class of SMK PGRI 2 Ponorogo. The research hypothesis answers the theoretical studies problems are considered the most likely and the highest level of truth. The hypothesis in this study was:

$H_a$ : There is influence between social-emotional approach teachers to English learning motivation at TAB X class of SMK PGRI 2 Ponorogo.

**METHOD**

This research used quantitative methodology. The research was done in SMK PGRI 2 Ponorogo on May 4<sup>th</sup> 2020. The subject of the research was 42 students of TAB X Class of SMK PGRI 2 Ponorogo. The technique collecting data was quantitative research based on the calculation figures or statistics, using regression formula prediction, from variable to be studied get separated is then connected. The methods

used in this study were questionnaire and documentation. According to (Munifah, 2007:80), questionnaire is technique or collecting data that used to obtain data or information relating to opinions, aspirations, expectations, perceptions, desires, beliefs etc. Whereas, documentation is used to obtain data such as the English score, certificate and other documents. The documents selected in this study were in the form of school profile data, the data infrastructure, academic and non-academic data of the students and teachers in SMK PGRI 2 Ponorogo.

**RESULT AND DISCUSSION**

To obtain data of the implementation of social-emotional approach by the English teacher, the researcher used questionnaire which was distributed to 42 students. After the scoring, the researcher looked for Mx and SDX to determine the category of social-emotional approach done by the English teacher. There were three scoring category: good, enough, or less. The Following table is the calculation of the standard deviation.

Table 1: Standard deviation on calculation of variable social-emotional approach

X	F	Fx	x <sup>i</sup>	Fx <sup>i</sup>	X <sup>i2</sup>	Fx <sup>i2</sup>
59	2	118	+9	18	81	162
57	3	171	+8	24	64	192
56	3	168	+7	21	49	147
55	3	165	+6	18	36	108
54	3	162	+5	15	25	75
53	2	106	+4	8	16	32
52	2	104	+3	6	9	18
51	4	204	+2	8	4	16
50	2	100	+1	2	1	2
49	2	98	0	0	0	0
48	4	192	-1	-4	1	4

X	F	Fx	x <sup>i</sup>	Fx <sup>i</sup>	X <sup>i2</sup>	Fx <sup>i2</sup>
47	1	47	-2	-2	4	4
46	2	92	-3	-6	9	18
44	2	88	-4	-8	16	32
42	1	42	-5	-5	25	25
41	1	41	-6	-6	36	36
35	2	70	-7	-14	49	98
30	1	30	-8	-8	64	64
25	1	25	-9	-9	81	81
Total	42	2023	0	58	570	1114

From the previous results of the data calculation, then the standard deviation can be determined with the following steps:

Firstly, looking for Mean of variable X:

$$M_x = (\sum fx) / N = 2023 / 42 = 48.16$$

Secondly, looking for standard deviation of variable X:

$$\begin{aligned} SD_x &= \sqrt{(\sum fx^2 / N - [\sum fx^2]^2 / N)} \\ &= \sqrt{(1114 / 42) - [58 / 42]^2} \\ &= \sqrt{(25.52 - (1.38)^2)} \\ &= \sqrt{(25.52 - 1.90)} \\ &= \sqrt{(26,62)} \\ &= 4.86 \end{aligned}$$

The application of social-emotional approach in Learning English at SMK PGRI 2 Ponorogo can be seen in the following table:

Table 2: Social-emotional approach in learning English

No	Score	Freq.	Percent.	Category
1	> 53	16	38.09%	Good
2	43-53	20	47.62%	Enough
3	<43	6	14.28%	Less
Total		42	100%	

From the table, it can be seen that the approach of social emotional states in learning English at SMK PGRI 2 Ponorogo in good categories with frequency are 16

respondents (38.09%), in category of enough with frequency are 20 respondents (47.62%), and less category with frequency are 6 respondents (14:28%). Thus, in general, it can be concluded that the social-emotional approach in learning English at SMK PGRI 2 Ponorogo is enough.

The next step was analyzing the students' academic report and categorizing them into three: good, enough, and less. The following table is the calculation of standard deviation.

Table 3: Standard deviation on students' score

Y	F	Fy	y <sup>i</sup>	fy <sup>i</sup>	y <sup>i2</sup>	fy <sup>i2</sup>
79	2	158	+2	4	4	16
78	2	156	+1	2	1	4
77	15	1155	0	0	0	0
76	19	1444	-1	19	1	19
75	3	225	-2	6	2	36
71	1	71	-3	3	9	9
Total	42	3209	-3	34	17	84

From the previous table the standard deviation is determined with the following steps:

Firstly, mean of variable X:

$$M_x = (\sum fx) / N = 3209 / 42 = 76.40$$

Secondly, standard deviation of variable X:

$$\begin{aligned} SD_x &= \sqrt{(\sum fx^2 / N - [\sum fx^2]^2 / N)} \\ &= \sqrt{(84 / 42 - [14]^2 / 42)} \\ &= \sqrt{(2 - (0.40)^2)} \\ &= \sqrt{(2 - 0.16)} \\ &= \sqrt{1.84} \\ &= 1.35 \end{aligned}$$

The following table showed the detail of the SMK PGRI 2 Ponorogo students categories of English grades:

Table 4: Categories of students' score

No	Score	Freq.	Percent.	Category
1	> 78	4	9.52 %	Good
2	75-78	34	79.06 %	Enough
3	< 75	4	9.52 %	Less
Total		42	100 %	

From the previous table, it can be seen that there are 4 respondents/students of SMK PGRI 2 Ponorogo (9:52%) who have English score in good categories, in the category enough with frequency of 34 respondents (79.06%), while for the less category are 4 respondents (9:52%). Thus in general, it can be concluded that students' English in TAB X of SMK PGRI 2 Ponorogo are good.

The calculative correlation between social-emotional approach and students' English score were shown in the following table 5.

Table 5: Correlation on social-emotional and motivation

Sel	$f_o$	$f_t$	$f_o - f_t$	$(f_o - f_t)^2$	$\frac{(f_o - f_t)^2}{f_t}$
1	4	$\frac{16 \times 4}{42}$ = 1,5	2,47	6,13	4,02
2	0	$\frac{20 \times 4}{42}$ = 1,90	-1,90	3,63	1,90
3	0	$\frac{6 \times 4}{42}$ = 0,57	-0,57	0,33	0,57
4	12	$\frac{16 \times 35}{42}$ = 13,34	-1,34	1,78	0,133

5	20	$\frac{20 \times 35}{42}$ = 16,67	3,33	11,11	0,67
6	3	$\frac{6 \times 35}{42}$ = 5	-2	4	0,8
7	0	$\frac{16 \times 3}{42}$ = 1,14	-1,14	1,31	1,14
8	0	$\frac{20 \times 3}{42}$ = 1,43	-1,43	2,04	1,43
9	3	$\frac{6 \times 3}{42}$ = 0,43	2,57	6,61	15,43
Total				26,10 = $x^2$	

Based on the previous table, it can be seen that  $\sum (f_o - f_t)^2 / f_t = X^2 = 26.100$ . The discussion in this analysis can be explained with the following steps:

Step 1:  $X^2$  to change the value of the coefficient contingency that is by the formula:

$$\begin{aligned}
 C &= \sqrt{\frac{x^2}{x^2 + N}} \\
 &= \sqrt{\frac{26,1000000005}{26,1000000005 + 42}} \\
 &= \sqrt{\frac{26,1000000005}{68,1000000005}} \\
 &= \sqrt{0,3832599118947259} \\
 &= 0,6190798913667976
 \end{aligned}$$

Step 2: Changing the value of C to Phi correlation with the formula:

$$\begin{aligned}
 \emptyset &= \frac{C}{\sqrt{1-C^2}} \\
 &= \frac{0,6190798913667976}{\sqrt{1-0,6190798913667976}} \\
 &= \frac{0,6190798913667976}{\sqrt{0,3809201086332024}} \\
 &= \frac{0,6190798913667976}{0,6171872557281156} \\
 &= 1,003066550096614 \\
 &= 1,00
 \end{aligned}$$

Based on the previous data analysis, statistical significance level of 5% and 1% can be said that  $\emptyset_{(0)}$  more than  $\text{big}\emptyset_t$ . Thus the hypothesis which was proposed in this study called  $H_a$  was significantly proved. There is significant influence between the social-emotional approach to students' motivation in learning English at TAB X class of SMK PGRI 2 Ponorogo.

So, the influence of social-emotional approach to students' motivation in learning indicated by the relationship of correlation figure of 1.00. The correlation in this study was between 0.90 to 1.00 that is equal to 1.00. It means that the correlation between the social-emotional approach to students' motivation in learning English was highly correlated or the correlation was strong. So, the researcher came to the conclusion that the influence of social-emotional approach to students' influence on motivation in learning English with a very high level of influence or very strong.

## CONCLUSION

The writer concluded that criteria success in this study had reached. It means that there is a correlation between the social-emotional approach and students' motivation in learning English at TAB X Class of SMK PGRI

2 Ponorogo in academic year 2019-2020. This research showed that the application of social-emotional approach in class was correlated with students' motivation. So if the teachers apply the social-emotional approach in class, it will increase the students' motivation or the students awareness about the teaching learning process. Thus will make their English score better than the researcher got from the research result.

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