

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

English teaching face a wide range of issues today. Classroom management is one of the issues. As English in Indonesia is more likely taught and used as foreign language, it means the majority of English language learning takes place in class rather than daily interaction. Teacher has important role to teach English as foreign language. In order to obtain expected results in language learning, the teachers need some strategies to be applied in classroom. One of the strategies that should be mastered by teachers to create conducive and effective environment to learn is classroom management.

Harmer (2007) explains that if teacher wanted to manage teaching effectively, they must be able to manage many variables. This includes how classes are organized, whether student study individually or groups, and how they manage classroom time. Marzano (2003) states that being a manager is one of the most essential roles of teacher among the other roles. To achieve the expected results, a teacher must be able to handle the class well and give conditions that enable students to learn comfortably. When the teacher failed to manage the classroom, the process of teaching and learning would not run effectively.

All the actions teachers take to create and maintain conducive learning environment was described by Garrett (2014) as the definition of classroom

management. The aspects of classroom management consisted of five aspects as follow: (1) Physical design of the classroom, (2) Rules and routine, (3) relationship, (4) engaging and motivating instruction, and (5) discipline.

According to some of the definitions given above, classroom management refers to a teacher's efforts to establish and maintain learning environment in the classroom that supports teaching and learning activities. This includes things like setting up conducive learning environment, arranging the seating, and controlling teaching and learning interactions.

Brown (2010) explains that strategies are particular approaches to a problem or task for reaching certain goal. Strategy is defined as a course of action used by teachers to achieve their learning objectives. Beside it, strategy can also be defined as general direction established for educational process and its numerous components to reach desired goals. Successful teaching technique will lead to successful student learning outcomes. In other words, the teacher's method will determine how well the learning activities go.

In relation to strategies of classroom management used by teachers in teaching learning activities, the data in this research was taken based on pre-observation conducted by the researcher at MAS Daarul Muhsinin when the teaching learning activities took place in class X IPA 1 and X IPS 1 with the English teachers. The following table showed the classroom management condition that occurred in the classroom during the pre-observation.

**Table 1.1 Classroom Management Condition**

No	Aspects of Classroom Management	Classroom management implementation	Classroom Condition
1	Physical Design	The class used orderly rows seating arrangement	Student started to move from one seat to another empty seat when the teacher explaining the materials.
2	Rules and Routine	The examples of the rules: - Students should not come late. - Finish all the tasks gave by teacher - Students can only speak in the classroom if they got permission	Some students kept talking with their chairmate when the teacher was explaining in front of the class. 1-3 students didn't finish the assignment gave by the teacher.
3	Relationships	Teachers asked several questions to get student's participation and also make sure they understand the material well.	Students are not afraid to ask the teacher when they don't understand the explanation.
4	Engaging and Motivating Instruction	Teachers did attempt to encourage students to ask and participate in learning activities	Students listen to the teachers when they encourage and give motivation to students.
5	Discipline	Teachers warned students who made much noise, punished those who made mistakes, and asked them to be on time. Students are expected to obey the rules given by teacher.	Some of the students started to make some noise when the teacher came out of the classroom from a while.

Before conducting the observation, the researcher thinks that the teaching and learning process at grade tenth in MAS Daarul Muhsinin Janjimanahan Kawat will run

effectively, but in fact, during the observation the teaching and learning process does not run effectively because the teachers have not implemented several aspects of classroom management that can be used in creating more conducive learning environment.

Based on the observation that the researcher conducted on Monday, 14th February 2022 in class X IPS 1 and X IPA 1, the researcher found a messy classroom management caused by the teachers didn't really apply classroom management strategies. Several examples of messy classroom management problems found by the researcher such as when the teacher was explaining the material, there were several students who kept talking with their chairmate. Some of them didn't pay attention to the explanation, while the others are passive. There were also several unused and empty seating that made some students moved from one seat to another seat when the teacher was explaining. Such actions did by some students created some noise and make others students lost their concentration in learning. In this situation, the teachers must be able to choose appropriate strategies in managing classroom to create conducive environment in learning. Jacobsen, Eggen & Kauchak (2009) suggest two types of classroom management strategies that can be used in creating effective classroom management, namely; classroom management prevention and classroom management intervention.

Related to the discussion about strategies of classroom management in speaking class, the previous research conducted by Muluk, S. et al. (2021) stated that the lecturers used some strategies of classroom management such as setting the classroom, seating arrangements, applying certain speaking activities, and giving interesting topics

to discuss. The lecturers also faced challenges in managing their teaching such as the lack of teaching media, students' lack of self-confidence, and lack of vocabulary.

Furthermore, Mustafah (2020) conducted similar study, the result of his research showed that the tutor/teachers' strategies in managing speaking class were seating arrangement, using appropriate teaching method, preparing and giving oral content strategy before starting lesson. Mustafah also states that the teachers should understand the capability of students in speaking, and teachers also have to know the ability and understanding of each student is not the same because they have different educational background even though they are both learning but their ability in understanding are not the same.

Diniatulhaq, Oktaria, & Abbas (2020) investigated English teacher's perspective about classroom management strategies. The findings of their research showed that there are three aspects of classroom management strategies teacher used, namely; (1) curriculum and instructional management's such as curriculum planning, making the lesson plan, scheduling. (2) management behavior such as sets and enforces the rules and the procedure, builds relationships with students, applying discipline and consequences, and (3) management of the environment such as settings the class.

Keristiana et al (2019) in the result of their research showed that the strategies teachers used in managing the classroom are such as organizing students into group, monitoring the classroom, set particular seating arrangement, address misbehavior and using variety of teaching method. In addition, students' perception has significant relationship between teachers' strategies and students' performance in learning

English. The finding also showed that teachers have positive strategies in managing their class and the students enjoyed the method used by teachers during English lesson.

Purwanti & Vania (2021) explained the result of the study they had conducted. The results of the study showed that the teachers applied several strategies of classroom management in responding to the management problems during their teaching practice such as 1) improving self-confidence, 2) preparing lessons carefully, 3) anticipating unpredictable situations, 4) responding to unpredictable questions wisely, and 5) handling with the students' heterogeneity.

Furthermore, in relation to the teachers' classroom management strategies, in this research, the researcher was interested in investigating teachers' classroom management strategies during the English speaking class at the 10<sup>th</sup> grade students at MAS Daarul Muhsininin. The differences that can be seen from the previous research with this research, namely the previous research focused on discussing the strategies and the challenges faced by lecturer at university level, analyzing the teacher's strategies using the theory of Pedota (2007). Whereas in this research will discuss classroom management strategies used by teacher at senior high school level by using the theory of Jacobsen, Eggen & Kauchak (2009), while for the challenges teachers faced, this research will use the theory from Wolfgang (2005). If some of the research above took places in university and vocational high school, in this case the researcher will conduct the research in senior high school level.

Based on the explanation above, the researcher is interested in conducting research with the title: "Teachers' Strategies in Classroom Management of English Speaking Class at the Tenth Grade”.

## 1.2 The Problems of the Study

Refers to the background of the study above, the researcher formulates the following research questions:

1. What are strategies used by the teachers in managing English speaking class?
2. What are challenges faced by teachers in managing English speaking class?
3. How do teachers implement those strategies as the way they do?

## 1.3 The Objectives of the Study

Concerning to the problems, this study has objectives as follows:

- To explain what are the strategies used by teachers in managing English speaking class.
- To find out what are the challenges faced by teachers in managing English speaking class.
- To investigate how do the teachers implement those strategies as the way they do.

## 1.4 The Scope of the Study

For the scope of this research, the researcher will limit this research to focus only on teachers' strategies in classroom management of English speaking class at the tenth grade. The researcher also focus on the challenges faced by the teachers in

managing English speaking class and also the implementation of the strategies as the way teachers do.

### **1.5 The Significances of the Study**

This research is expected to give a valuable contribution for theoretically and practically as follows:

#### **1. Theoretically**

This research gives teachers and readers knowledge about the way to implement strategies in classroom management of English speaking class conduct by the teachers. By looking at the results of this research, teachers can choose the appropriate classroom management strategies for their own class in order to create conducive learning environment.

#### **2. Practically**

For Students, this research helps students to know the understanding of classroom management itself. By knowing the understanding of classroom management including its aspects, it will help students to behave well in classroom.

For Teachers, the results of this research give knowledge for the teachers about strategies in classroom management that appropriate with the students and the classroom situation during English speaking class.

For School, this research would give contribution to the school to know the ability and lack of the teachers in managing their English classroom, so that the teachers can evaluate their strategy to manage a classroom in teaching English in order to be more effective and interesting for students.



Further Researchers, this research can be used as reference for the next researchers who want to conduct similar research. The results of this research may be useful for further researchers as an additional reference to help them in developing their research to be more specific.

