

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is used to refer to anything done by a material developer or teacher to facilitate language learning. According to Zamani (2016), teaching is used to refer to anything done by material developers or teachers to facilitate language learning. The aim of teaching is to make students gain knowledge and be able to understand the knowledge taught by the teacher, and teachers must have good teaching skills, personal characteristics are also equally important because they also play an important role in the success of learning.

There are many components that ensure teaching and learning activities can run well, effectively and efficiently. One of them is classroom management. Classroom management used by teachers can affect the teaching and learning process, including in terms of teaching English in the classroom. According to Allen (2010), Classroom management is a complex set of skills that includes more than just being able to influence and control student behavior, but there is still an overall impression that classroom management is about teacher and student discipline during classroom learning activities.

According to Mudianingrum (2019) classroom management is an action that teachers use to build good social interaction collaboration, active involvement in learning, and motivation during the teaching and learning process. Classroom management is a multifaceted concept and view of the classroom and can be

categorized in various ways, namely different classroom management approaches based on various aspects of classroom management.

According to Bosch (2006) classroom management is a skill that teachers need to learn, practice, assess, and modify to adapt to the changing situation of a temporary classroom. In fact, teachers have challenges in classroom management as a result of a changing temporary classroom scenario.

According to Mc Creary (2013) classroom management is defined as the methods and strategies educators use to maintain a conducive and efficient classroom environment for student success and learning. While there are many pedagogical strategies involved in managing a classroom, the common denominator is ensuring that students feel they are in an environment that allows them to achieve and receive learning well. In general, the ability of a teacher to manage emotions in students, manage classes well, and have a neat teaching plan is a form of classroom management. In addition, the efforts made by educators in controlling the classroom are the first step to maximize the potential of students in learning. With a mature understanding of teachers how to manage classes well, it can create a good, efficient classroom atmosphere.

Classroom management refers to what happens in the classroom and how the teacher manages the classroom. The purpose of classroom management is to create a conducive atmosphere in the classroom that will run smoothly during English teaching and learning. With proper classroom management, classroom communication can flow smoothly and encourage student progress. Therefore, classroom management is important in the teaching and learning process.

Classroom management is important in learning because it creates a good learning environment, helps teachers more easily manage students, and makes students feel safe and comfortable during learning.

There are several similarities and differences between this study and previous research. The similarities and differences in this study are important to distinguish the focus of this study from previous research. The similarity between this study and the previous research is to conduct research on the components of classroom management and the reasons why teachers use classroom management when teaching English in the classroom. In this study, the researcher analyzes the reasons teachers use classroom management in English lessons at SMP Gajah Mada Medan, as each teacher has different opinions and reasons regarding the importance or lack thereof of using classroom management in the classroom. This study also has a difference between the place and classroom situation with the previous research.

Researcher found difficulties for teachers in managing their classrooms, particularly dealing with students who are playing around and disrupting the learning activities. Sometimes, students also do not listen to the teacher while the teacher is delivering the material; those who are not paying attention disrupt their classmates and create an uncondusive classroom environment. When the classroom environment is not conducive, the learning process becomes suboptimal, and the material presented by the teacher is not conveyed effectively to the students. This leads to a lack of understanding of the material taught, which can affect the students' grades. Not only that, but sometimes students also disrupt

the learning process by moving around their seats, which makes the classroom very noisy. It was observed that the teacher felt overwhelmed while teaching in the classroom, as the teacher repeatedly asked students to stay in their seats so that the material could be explained effectively.

Based on the reasons above, the researcher is interested in conducting research with the title "Classroom Management Used by Teachers in Teaching English at SMP Gajah Mada Medan"

B. Research Problems

Based on the background identification above, the researcher proposed the following problems:

1. How is the classroom managed by English teachers in teaching English at SMP Gajah Mada Medan?
2. Why is the classroom managed as the way it is in the teaching learning process at SMP Gajah Mada Medan?

C. Objectives of Study

Related to the problem of the research above, the researcher had the following objectives:

1. To analyze the classroom managed by English teachers at SMP Gajah Mada Medan.
2. To elaborate the reason why the classroom managed by English teachers in teaching English at SMP Gajah Mada Medan.

D. Scope of the Study

This study was conducted to determine the classroom management used by English teachers in teaching English. This scope is focused on analyzing and describing how the classroom management components is used and why teachers applied the classroom management in teaching English at SMP Gajah Mada Medan in first semester of the academic year 2024/2025.

E. Significances of the Study

The result of this study is expected to be helpful information based theoretically and practically in the learning process, such as :

1. Theoretically, this study expects to develop the knowledge of classroom management and the components of classroom management that use by teacher in teaching learning process.
2. Practically, this study is expected to be useful for the following :

a) For Teacher

This research can provide knowledge about classroom management, and the results of this research can be used as input for classroom management information according to students and teaching situations.

b) For School

This research will help schools find out the skills, strengths, and weaknesses of teachers who lead English classes, and help teachers evaluate their classroom management in English classes to improve their students' English education.

c) **For Other**

This study can also be used as a reference for other researchers, and the results of this study can be used to conduct further research and make this research more specific.

