

CHAPTER I

INTRODUCTION

A. Background of the Study

The teaching and learning process is an important thing in the educational process. Many aspects must that make great teaching happen. Such a content knowledge, quality of instruction, teaching ciliate, classroom management, teachers belief, and professional behaviours. Teaching and learning process can be successful if the teacher is determined by the function and role of teacher. Teachers need to create and maintain classroom conditions to make students feel comfortable and they can focus on the learning process. The ability to create good interactions also should be had by the teacher to make teaching and learning process run well.

One of the aspects that are needed in teaching and learning process is classroom management, including teaching and learning process in English subject. Effective teachers who have established an effective management system from the beginning year of school will devote more time to student learning than those who constantly try to use inefficient management systems (Wong, Wont, Rogers, and Brooks, 2012:61). It's clear that effective teaching and learning process will be happen if the teacher can manage classroom and all activities that teacher can carry out to organize students, space, time, and materials so that student learning can take place.

The teachers not only learn about classroom management, but also master it. The teachers must manage the classroom to support in order that the English

teaching and learning process is going to run well. This statement is supported by Teachers as a manager is the most important role among the other roles. Among the other roles, the most important role of a teacher is to act as a manager. Teachers should be able to manage the curriculum and provide conditions so that students can learn to achieve the expected results (Marzano, 2003). If teachers cannot manage the classroom properly, the teaching and learning process will not proceed effectively. With a good classroom management teacher can teach well, organize and control the classroom. Including students' behaviours, movements and interactions, allowing them to constructively participate in the English teaching and learning process.

Strategies also are also needed to be applied by the teachers to conduct the teaching and learning process successfully. Classroom management strategy is the method and strategies that can implement by teacher to keep students organized and make class be conducive during teaching and learning process (McCreary, 2013).

In conducting classroom management, there are five aspects in classroom management. The aspects are organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues (Garret, 2014:3). It is clear that, all aspect of classroom management must conducting by the teacher to create good and optimal classroom conditions.

Teachers found many students who have different characters and students with a good behaviour and or bad behaviour, good and less intelligent, and others.

Classroom management is a general term for the actions taken by teachers' actions to manage classroom, students' behaviour and their learning (Martin and Sass, 2010). Therefore, teachers have some strategies to manage the class well so that students can enjoy the process of teaching and learning without misbehaving.

The purpose of classroom management is to understand the situation and conditions of positive classroom eliminate obstacles that could hamper the teaching-learning interactions, provide and arrange learning facilities and furnishings, and train and guide students. The purpose of classroom management is to facilitate students' various learning activities in the social environment, emotions, intelligence, so that every student in the class can work in an orderly manner to achieve good teaching effects and high efficiency as soon as possible.

Teachers can be called professional teachers, not only because teachers are usually very effective managers of the classroom environment. However, teachers who can create active learning communities can allow students to actively participate in their own learning and classroom management.

From the explanation above, it can be conducted that classroom management is the action or strategies implemented by the teachers to control and organized the students, to make a conducive and comfortable class, and make the students can enjoy teaching and learning process.

Classroom management is the important factors that influence school learning (Wang, Heartel and Walberg, 1993). This statement of the researcher explains the reason why classroom management is important. Effective classroom

management prepares the classroom for effective teaching, which is essential to the progress of learning.

Classroom management is a skill that is difficult to be conducted for some English teachers and teacher trainers. Teacher and teacher trainers are difficult to apply classroom management well because of lack of strategies and experiences. The experiences when conduct teachers practice, the researcher get the difficulties in managing the class.

Teachers as the educators, always looking for management strategies in their classroom. Strategies not always be the solutions. But when choosing the strategies, teachers must know some strategies may work or not (Miller, 2012). Teachers must able to find out the right classroom strategies in every condition. Beside classroom management strategies may work or not, but when the teacher implementing classroom management, it is expected that the class can be conductive, efficient, and improve learning effectiveness.

Classroom management has discussed by many times today, in last five years, there are many studies discuss about classroom management. Such as the research by Siti Rosnani in 2019 which analyzed English Teacher's classroom management in teaching English at Junior High School SMP Islam Al – Falah Jambi. Then, Dona Novianti Ulfa, et al in 2019 discussed an investigation of classroom management strategy in SMAN 2 Kota Bengkulu. Their research attempts to find out the classroom management strategies implemented by English teachers and the reasons for applying the most commonly used strategies instead of other strategies. Although many previous research that discuss about classroom

management, there are some aspects that previous researchers have not examined. Such as the components of classroom management that implement by the teacher.

There are some reasons why the researcher are interested in conducting the research about classroom management applied by the English, such as: the researcher found that there were some difficulties in managing the class that feels by teachers, the researcher wants to know what the components of classroom management that applied by English teachers, and how the teachers implement components of classroom management to make learning process run well. The researcher also needs to know what the strategies that appropriate in managing the class to make the researcher gets much information about classroom management and can applied that strategies if the researcher be a teacher.

The following were the results of the interview with the teacher:

R : How the class situation when the teacher starts the teaching and learning process?

T : There were varied situation when I started the lesson. At the first of lesson, students are usually still excited. However, if it is in afternoon, students usually start to feel discouraged and sleepy.

R : How do you manage the class during the teaching and learning process?

T : Before starting teaching and learning process, I usually prepare the class orderly, check attendant list, prepare the class orderly, and ask students' readiness to learn.

R : What difficulties do you face in classroom management?

T : Because of students have different character, learning style, and interest in learning, there are some difficulties faced in class management, including students not focusing in teaching and learning process , not disciplined in doing assignments, noisy when the teacher explains in front of class

Based on the observation when the researcher in internship and interview with the teacher, in teaching and learning process teachers faced the some difficulties in classroom management. Because of the students have different

characteristics, learning styles, motivations, knowledge and interests. Students are also difficult to focus on teaching and learning process.

This research was expected teachers can provides varieties way to make the students more focus and enjoy the teaching and learning process. Classroom management is important to be applied by the English teacher to make teaching and learning easy, and fun to learn. Classroom management not only helps teachers to make learning process run effectively but also make a comfort learning environment that allows students to develop their abilities as much as possible.

B. The Problems of the Study

Based on the background of the study, the problems of this research are formulated as follows:

1. What are the components of classroom management implemented by the English teachers at grade ten of senior high school?
2. How do the English teachers implemented the components of classroom management in grade ten of senior high school?

C. The Objectives of the Study

In line of the problems of the study, the objectives of this research are:

1. To describe the components of classroom management that applied by the English teachers manage class in grade ten of senior high school.
2. To explain how the English teachers implement the components of classroom management in grade ten of senior high school

D. The Scope of the Study

This research was conducted to investigate what are the components of classroom management that implemented by the teachers. This research was

focused on English teachers' classroom management in teaching English in MA Tahfidzil Qur'an Sumatera Utara. The limitation of the study is only for English teachers in managing a class in MA Tahfidzil Qur'an Sumatera Utara at grade ten.

E. The Significance of the Study

It was expected that the findings of this study offer theoretical and practical significance as follows:

1. Theoretically

- a) The research results can help the teaching research process, especially classroom management.
- b) The research results can be used as a reference for those who want to conduct classroom management research in English classroom.

2. Practically

a) For the teacher

The findings of the research can give some information and knowledge about the classroom management in managing a class in teaching English to make teacher can increase their classroom management.

b) For the School

This research can help schools understand the teachers' ability, strength and deficiencies in managing English class.

c) For the researcher

- 1) To make a thesis proposal as partial requirement for the undergraduate degree (S1) in English education study program Faculty of Languages and Arts of Medan State University.

2) Many new valuable experiences and can be applied all the techniques of teaching and efforts to solve the problem of teaching-learning when the researcher will become an English Teacher in the future.



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