

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is a foreign language in Indonesia. English consists of four language skills, including listening, speaking, reading and writing. All of language skills are interrelated with each other and they play a crucial role in the process of language development. As one of the language skills, reading is an important skill. Reading is a receptive skill in written language, this purpose is to understand general ideas and specific information or supporting details of reading passages.

Reading is a practice dominated by the eyes and also the brain. The eyes receive the messages and the mind should be able to interpret the word. It indicates that people get information through their eyes and then comprehend the significance from their mind. According to Andrew (2008: 3), reading is an exercise using text to create meaning from reading material, then text have to develop so that can be comprehended the meaning of the text for readers. Readers can get the information they need from a variety of the kinds of the text. Cause of the purpose of reading is comprehension, so students must understand the meaning of the text in order to find important information from the text.

There are many types of texts that students should read. Based on the syllabus of English in Junior High School of eighth grade, there are several texts that students must learn, one of them is recount text. Recount text is an important text to be learnt by students which contains events, stories or facts that happened in the past. This text presents events in chronological order.

Teaching is one of the activities at the education system from primary school to higher education. Teaching is an activity that can transfer information from the teacher to the students. According to Harmer (2007:107), the definition of teaching is "transmission", it is the transmission of knowledge from teacher to students. Many various of subjects in education can be taught to students to gain a lot of knowledge.

Teaching reading should make students active and focus in reading. This reason, teacher should apply various strategies and give teaching material that are relevant and interesting for students in comprehending the reading well. Paulston (1976) states that the purpose of teaching reading is self-evident: we read for information and to fulfill pleasures or hobbies, however reading is purpose to introduce grammatical patterns and vocabulary items of the text and strengthen the knowledge base. Richard et al (1999: 305) state that reading perceives something to write a text to comprehend its content, and the reader is active in constructing meaning related to prior knowledge.

The presence of the teacher in the teaching and learning process plays an important role. All of the components of education, teacher is the main component. If the actions of the teacher by day to day is improving, the better the state of the world of education will be. On the other hand, if by day-to-day teacher's actions are getting worse so the world of education will get worse. Teacher can be likened to combat troops who determine victory or defeat in war. If teacher wants to win in battle must have the ability, including mastery of good combat management.

The achievement of educational programs and educational goals are highly dependent on the role of the teacher as a learning manager in the classroom. That's why the role of the teacher is very important for the progress of learning itself. Teacher must play an active role in carrying out his/her duties, especially in teaching and learning activities in the classroom. In addition to the role of the teacher, students also play a role in the teaching and learning process. Therefore, Djamarah state that teachers and students are two human figures who cannot be separated from the world of education where there are students there are teachers also who want to provide building and guidance to students (Djamarah: 2000: 2). Meanwhile, according to Nana Sudjana, learning and teaching are two concepts that cannot be separated from each other. Learning refers to what people should do as a subject who receiving lesson (student targets), while teaching refers to what the teacher should do as an educator. (Nana, Sudjana: 1995:43).

By carrying out the role of the teacher in teaching and learning interactions as well as possible, namely as a facilitator, mentor, motivator, organizer and human resource, so that it is expected that students can learn effectively and efficiently, after following process of teaching and learning will be able to get the best results. Teacher needs to have a high awareness of the role as a manager in his/her class. Therefore, teacher must find an effective method of classroom management where the method is understood seriously starting from the process of planning, managing, evaluating to monitoring and applying it properly.

As the smallest formal unit in an education system, classroom management is a substantial and core part of educational management. An orderly and orderly class, the management of the learning process and social life in a

dynamic and controlled class, there is expectation of academic and social achievement is a signal of the effectiveness of classroom management.

Classroom management is an important role in teacher competence. Its existence is quite influential in education, students are no longer who must always be active, while the teacher is no longer the center of learning rather he/she acts as facilitator and class manager and responsible for the applying of a conducive learning process.

Classroom management is variety of activities that are deliberately carried out by teacher by creating and maintaining optimal conditions for the teaching and learning process to occur. Classroom management is an effort to utilize the potential of the existing class as optimally as possible to support the process of educative interaction to achieve learning objectives. Classroom management is a deliberate effort to achieve effective teaching goals and fun and it can motivate students to study well according to their abilities or it can be said that classroom management is a conscious effort to manage the activities of the learning process systematically.

Effective classroom management in turn will lead to a conducive learning atmosphere thus supporting the establishment of an environment that makes teacher instructions effective and clear. To create an effective classroom, teacher skills are needed who is able to manage learning process at the class so that they can always be well maintained. An analysis of educational research conducted in the last fifty years clearly reveals that teachers' ability to manage their classrooms

has the most dramatic effect of all other factors. (Wang, Haertel & Walberg, 1994 in McLeod, 2003, p.V).

Based on the description above, the researcher is interested to research classroom management applied for teaching reading in recount text of eighth grade at SMPN 1 Dolok Batu Nanggar because the researcher is a graduate of the school and know that the school has good facilities and infrastructure, and administration in a good teaching and learning process. But the English teacher in this school has not maximized the application of classroom management in English class yet and use the same seat arrangement for all English learning materials. Therefore, there were students who did not focus when studying in class so that they did not make create a conducive and effective classroom atmosphere. Thus, students needed the guidance and support of teacher in the teaching and learning process. Because the teacher only focused on tasks of learning material but it was not with a broad explanation of the material that was running in class. So the students felt bored in the learning because the teacher did not build interaction with the students and to make the students did not feel enthusiastic about the material at that time. Teacher should create a conducive and optimal classroom management atmosphere so that students were actively involved in the teaching and learning process, such as by paying attention to the right way to classroom management applied. So by doing this research, it can provide new insights about how the classroom management well will be applied by the teacher and what problems the teacher faced in classroom management applied. Considering the researcher' background is a college student of English department, in this case the researcher wishes to analysis the classroom

management applied for teaching reading in recount text by English teacher, especially at SMPN 1 Dolok Batu Nanggar.

1.2 The Problem of the Study

Based on the background, the researcher can draw the problem of this study as follow :

1. How is classroom management applied for teaching reading in recount text of eighth grade at SMPN 1 Dolok Batu Nanggar?
2. What are the problems faced in classroom management applied by English teacher for teaching reading in recount text of eighth grade at SMPN 1 Dolok Batu Nanggar?

1.3 The Objective of the Study

Based on the problem of this study, the goal to be achieved in this study are:

1. To describe how the classroom management applied for the teaching reading in recount text of eighth grade at SMPN 1 Dolok Batu Nanggar is.
2. To find out the problems faced in classroom management applied by English teacher for teaching reading in recount text of eighth grade at SMPN 1 Dolok Batu Nanggar.

1.4 The Scope of the Study

This study focuses on classroom management applied for teaching reading in recount text of eighth grade at SMPN 1 Dolok Batu Nanggar.

1.5 The Significance of the Study

The result of this study, the significances can be taken are :

1. Theoritically

To enrich the knowledge and strengthen theories about classroom management applied for teaching reading in recount text.

2. Practically

- a. For educational institution, this study can become a reference and new insight, especially in teacher awareness of good classroom management during the teaching and learning process especially for teaching reading in recount text.
- b. For English teacher, this study contributes thoughts to further improve the quality of better classroom management for teaching reading in recount text.
- c. For other research, research finding of this study can be one of the resources of thoughts for further research.

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